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ABSTRACT

Developed through a research process conducted in several phases that explored students' life skills and measured them against skills expected to be needed in the future, this curriculum packet is the first part of a set of teacher's resource materials for teaching life skills. The resource materials set have been developed in eight units which incorporate all the skill categories identified through the research and develpment process. Each unit consists of four or more self-contained modules which can be taught in any sequence and incorporated into a variety of courses. The eight identified skills are: personal development, health and wellness, citizenship, communication, consumer economics, employability, parenting and child care, and balancing work and family. The Skills for Life modules will be sold in packets of five; 10 packets are planned. This first packet in the series contains five modules covering the following topics: self-esteem, acquired immune deficiency syndrome (AIDS) awareness and prevention, misdemeanors and felonies, characteristics needed for employment and managing multiple roles. Each module contains descriptive text, teaching strategies, appropriate to different grade levels, learning activities, transparency masters, and answers to learning activities, in a loose-leaf format. The units are designed to be incorporated into home economics or other vocational courses. (KC)

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Personal Development Skills

Health and Wellness Skills

Communication Skills

Parenting and Child Care Skills

*Skills for Life Skills for Life Skills for Life

Skills for Life

Teacher's Resource Materials

1991-92

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Skills for Life

General Information Contents

iv Compliance Statement

v Acknowledgements

ix Introduction

xix Teacher's Resource Materials Contents

xxi Packet Information

General Information Contents

COMPLIANCE STATEMENT

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(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

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Skills for Life

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Skills for Life

Teacher's Resource Materials

Introduction

The approaching twenty-first century offers both great opportunities and great challenges to vocational educators. As society continually changes, driven by technological advancements and increased access to information, the workplace offers new job opportunities requiring higher skill levels. For those academically and socially educated to succeed in that workplace, the future offers exciting prospects. Likewise, technologically driven changes provide opportunities for enhanced fulfillment in family and personal life.

However, an alarming percentage of the population is not being prepared to reap the benefits of change. Cultural, gender, and economic barriers prevent many individuals from gaining the preparation essential for future success in work and family life. At a time when students face significant pressures in both school and personal life and are bombarded with media impressions, changing family and social structures too often fail to provide needed support. Poverty, illiteracy, adolescent pregnancy, substance abuse, and students' dropping out of school are dramatic markers which signal that intervention is needed.

All students must be equipped with skills that empower them to face life's challenges, cope with pressure in positive ways, and make decisions that contribute to future success. It is recognized increasingly that teaching a specified body of knowledge is insufficient to prepare students for the future. Knowledge continually changes; information is expanding at an unprecedented rate. What all students additionally require are skills that empower them to learn throughout their lives and to adapt positively to new or changing jobs and changing family and personal situations. The skills that enable an individual to be a healthy and productive member of the community in all stages and aspects of life have been called *life skills*.

Life skills consist not only of academic skills but also encompass skills that contribute to the holistic development of the individual. To be productive, contributing members of society, individuals must not only possess knowledge, but they must be healthy, adaptable, and able to cope with life's changing situations. They must be able to make wise personal, social, and economic decisions while recognizing and resisting negative interpersonal or media influences. Increasingly for success at work and home, individuals must be able to communicate, resolve conflict, appreciate differences, and work as group members. Success in the workplace involves not only mastering employability

skills but also developing skills for managing stress and balancing work with family and personal life.

These skills for living cannot be taught totally at school. Development of life skills occurs throughout an individual's life as a product of varied experiences. However, in conjunction with family, community, and societal support systems, schools must focus on selected skills that will better enable individuals to live productively, healthily, and respectfully in community with others. Home economics education, with its established primary emphasis on preparing students for successful employability and home, family, and personal life, is positioned to take a leadership role in the increased effort to teach life skills to all students.

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LIFE SKILLS PROJECT

For educators to help students develop life skills, the skills need to be defined, identified, and explored, and curriculum materials need to be developed to teach resulting life skills content. Recognizing these needs, the State Board of Education in Texas approved a grant for research and development of life skills curriculum to the Home Economics Education Program and the Home Economics Curriculum Center at Texas Tech University. The resulting project consisted of separate research and curriculum components.

LIFE SKILLS RESEARCH

The research component of the Life Skills Project was a multiphase process of identifying life skills, measuring students' current abilities in selected skills, and assessing those skills most needed in the future. Students' perceptions of their future lives and expected application of life skills to work and family roles also were explored.

Identification of Life Skills

The first phase of the research project was a phone survey of teachers, administrators, extension agents, community leaders, parents, and students to identify life skill categories. The resulting fifteen categories were validated in a questionnaire completed by 1,519 attendees at the State Professional Improvement Conference for Vocational Home Economics Teachers in August 1990.

Life Skills Questionnaire

The identified categories, along with specific examples of life skills within each category provided by two groups of home economics teachers, were used to develop the Life Skills Questionnaire. This questionnaire was completed by 1,376 students in twenty-seven Texas schools, which are listed in the Acknowledgements. The statewide student sample was 45% male and 55% female. Of those, 47% were Anglo, 35% Hispanic, and 15% Black. Student grade levels ranged from seventh

through twelfth. Of the students surveyed, 35% were currently employed, working an average of 21.8 hours per week.

A questionnaire measuring the same skills was completed by 525 adults representing students' administrators, counselors, teachers, parents, and other members of the community. The adult respondents were 29.4% male and 69.4% female.

Results of the Life Skills Questionnaire showed gender differences in students' perceptions of life skills. Females rated both present ability and future need higher than males. Perceptions of present ability increased logically by grade level, with senior high students rating ability higher than junior high students. Students at all grade levels saw a similar need for life skills in the future.

Future Expectations and Life Skills for Work and Family

A second instrument surveyed 305 students in ten of the original twenty-seven schools to measure students' work and family expectations for the future. Students generally expected to be part of a "traditional" family—they highly expected to be married only once and to be a parent. They considered being a single parent or being a stepparent unlikely. In work life, most expected to graduate from high school, have education beyond high school, and earn more money than their parents did when they were in their thirties. They considered being married to a nonworking spouse unlikely; in other words, most students—both males and females—expected their future spouses to work.

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The second instrument also measured perceived importance of life skills to future work and family life. Students considered it very important to accept responsibility for their own actions, make responsible decisions, "feel good about themselves," and keep their bodies free of harmful drugs in both work and family life. Filling out a job application was considered the most important skill in work life. In both work and family life, students rated as *least* important writing a descriptive paragraph, calculating percentages, and eating a variety of foods from the daily food guide.

Individual Student Profiles

Finally, twenty-four students from the second survey sample were interviewed to develop student profiles regarding life skills and work/family expectations. Students were asked to clarify their definition of *future*, which was expressed as an average age of twenty-seven.

When asked to identify the factors that influenced their future expectations, twelve students cited parents, four selected family roles, and two named sisters as most influential. Three students were most influenced by teachers, counselors, or other school adults. Television was the primary influence for two, and religion was most influential for one student. No student named peers as having the most influence on future expectations.

Student responses to the Future Expectations and Life Skills Questionnaires also were explored in more detail. For example, in explaining why they considered it unlikely that they will be divorced in the future, students acknowledged the frequency of divorce and the resulting problems. Several said their parents have been divorced and they do not want to experience divorce again. Many mentioned the importance of commitment: "If it's important enough to marry, you should stick with it."

Implications for Vocational Educators

Research findings suggested that both adults and students perceived a need for further development in all identified life skill categories. Budgeting money, coping with stress, being responsible, and balancing work with family life were among items assessed as being highly needed. Low ratings of current ability on such skills as accepting criticism, practicing good nutrition, and practicing good health habits verified needs for life skills instruction in these areas.

Females completing the Life Skills Questionnaire rated both present ability and future need for life skills higher than did males. While conclusions regarding this finding cannot be offered with certainty, awareness of possible gender differences may offer implications for teaching life skills. Varying strategies may be needed when teaching life skills to males and females. As educators concentrate on teaching life skills, sensitivity to possible gender differences in perceptions and skills can provide additional insight into strategies that will facilitate life skills instruction for all students.

There was a logical progression in perceived ability from grades seven through twelve; senior high students rated their present life skill abilities higher than junior high students. Adult ratings supported the conclusion that students are improving life skills in grades seven through twelve. Although skill level perceptions increased by grade on all items, the items showed varying amounts of increase, with some items rated significantly lower than others. Implications drawn from these variances are reflected in the rationales for *Skills for Life* units listed in the Teacher's Resource Materials Contents.

Students' traditional expectations regarding family life offer interesting educational implications and challenges. Statistical trends indicate that many of the students will face those conditions they deem least likely to occur, such as being a single parent, being divorced, or being a stepparent. Students need preparation for adapting to changing family situations in their futures. Because they recognize the importance of parents and family roles to their future expectations, students living in both traditional and nontraditional families need to feel accepted and need to develop skills for coping and communicating within their current, as well as future, families.

Statistical trends indicate that many of the students will face those conditions they deem least likely to occur, such as being a single parent, being divorced, or being a stepparent. Students need preparation for adapting to changing family situations in their futures.

Interviews with students revealed that they recognize current role conflicts and the need to make decisions regarding role priorities. In addition, students highly valued having time to spend with their future families. Students need to develop skills in managing multiple roles they currently experience and to recognize how those skills can be developed and expanded to balance work and family roles in the future.

LIFE SKILLS CURRICULUM

In conjunction with research, the *Skills for Life* Teacher's Resource Materials were developed for use in teaching life skills content to students. Research results and input from the Life Skills Advisory Committee guided development of content and teaching strategies.

Life Skills Units

The teacher's resource materials have been developed in eight units which incorporate all life skill categories identified through the research and development process. Each unit consists of several self-contained modules, which can be taught in any sequence and incorporated into a variety of courses. The *Skills for Life* Teacher's Resource Materials Contents on page xix-xx provides an overview of the units and modules currently developed or planned. A rationale for inclusion of each unit and research implications regarding teaching each unit follow.

Unit 1: Personal Development Skills. Personal development skills contribute to the growth of an individual's ability to function personally and in relationships with others. The personal development unit encompasses such vital skills as development of self-esteem, understanding cultural differences, decision making, and coping abilities.

"Feeling good about myself" was perceived as highly needed in the future by persons responding to the Life Skills Questionnaire and was rated among skills most important to both future work and family/personal life on the Future Application of Life Skills Instrument. As one student stated when interviewed, "Feeling good about myself is number one. If I don't feel good about myself, nothing else counts; I won't do the other skills."

Unit 2: Health and Wellness Skills. Health and wellness contribute greatly to an individual's ability to function successfully in work and family life. A person who is ill, sleepy, hungry, or experiencing other effects of poor health cannot participate productively in life. The Life Skills Research Project and other recent research support the need to teach students health and wellness skills to a greater extent than is currently being done.

"Feeling good about myself" was perceived as highly needed in the future by persons responding to the Life Skills Questionnaire...

Among the lowest ratings of students' present abilities on the Life Skills Questionnaire were items in the area of health and wellness. Items with *lower* ratings included ability to:

- practice good health habits,
- select nutritious snacks,
- eat a variety of foods from the daily food guide,
- cope with stress,
- get enough sleep,
- get plenty of exercise, and
- avoid alcohol use.

Students and adults both rated future need for health and wellness skills lower than other life skill items. The lack of students' present ability, combined with

low ratings of the importance of healthful living by students and adults, strengthens the case for additional teaching of health and wellness skills.

Unit 2 was developed in response to the need for health and wellness instructional materials. Content, teaching strategies, and learning activities were designed not only to provide additional knowledge but also to foster application of nutritional and health practices by students. Content is insufficient unless students, recognizing the importance of a healthy, balanced lifestyle, are motivated to apply health and wellness skills to daily living. Students must be taught to recognize the relationship of healthful practices to living a productive life both now and in the future.

The lack of students' present ability, combined with low ratings of the importance of healthful living by students and adults, strengthens the case for additional teaching of health and wellness skills.

Unit 3: Citizenship Skills. The abilities to "be a law-abiding citizen" and "respect the rights of others" were perceived by adults as skills most highly needed in the future. Students rated these citizenship skills as important to both work and family/personal life in the future.

Citizenship involves responsible participation in the community, nation, and world. As citizens of the United States, individuals have both rights and responsibilities. Unit 3 includes modules that overview these rights and responsibilities and encourage students to become effective citizens; review parliamentary skills which enhance effective group and community participation; and explain patriotic symbols. The development of skills related to global citizenship are promoted in a module on the United Nations.

Unit 4: Communication Skills. Being able to communicate ideas and understand others is a basic factor in developing and sustaining human relationships. Communication, the process of sharing ideas, feelings, and information, is thus a life skill vital to living in community with others. Effective group functioning at home and at work depends on effective communication skills.

Communication, the process of sharing ideas, feelings, and information, is thus a life skill vital to living in community with others.

Modules in Unit 4 teach skills in verbal and nonverbal communication and conflict resolution. Additionally, modules covering leadership skills and being a group member provide training to strengthen group relational skills of students.

Unit 5: Consumer Skills. In a rapidly changing, highly technological society, individuals require keen consumer skills. A growing number of choices exist for varied products and services. Media messages and advertising bombard individuals with facts and propaganda which complicate making wise consumer and financial decisions.

Student survey responses reflected low ability to budget money. Both adults and students rated budgeting skills as highly needed in the future. When asked for suggestions to improve preparation of students for work and family roles, one counselor said, "Students need such practical skills as learning how to write checks and balance a checkbook." Such practical consumer skills as personal checking, budgeting and purchasing, insurance and investments, and personal loans are the focus of consumer life skills in Unit 5.

Unit 6: Employability Skills. Equipping students for the future includes preparing them for employment. Employability skills encompass recognizing employment opportunities, securing employment, understanding financial aspects, and exhibiting characteristics that promote employability and self-improvement. In addition, the ability to manage work and family responsibilities is an essential employability skill. Modules in Unit 6 cover this broad range of employability skills needed throughout an individual's work life.

Student survey responses reflected low ability to budget money. Both adults and students rated budgeting skills as highly needed in the future.

Unit 7: Parenting and Child Care Skills. When surveyed regarding future expectations, students considered it likely that they will be parents. In personal interviews, some students recognized the importance of parenting decisions, while some simply assumed that "everyone wants to have children—not soon, but sometime." One student said she expects to have children, "whether by accident or planned."

Diverse needs exist for parenting skills. Some students have realistic expectations and positive role models for parenting; many students live in dysfunctional families and lack positive role models. Many students will be forced to cope with the responsibilities of unplanned parenthood. A school counselor suggested that a strong parenting program be a life skill priority: "Students should be taught responsibility for parenthood and the consequences of teenage pregnancy, which has become almost an epidemic."

Concepts regarding teen parenting, family systems, parental rights and responsibilities, and parenting education are provided in Unit 7 to help teachers meet the diverse needs of their students. A module on selecting child care overviews options and considerations regarding dependent care—a vital work and family decision most individuals will face.

In personal interviews, some students recognized the importance of parenting decisions, while some simply assumed that "everyone wants to have children—not soon, but sometime."

Unit 8: Balancing Work and Family Skills. The growing number of working women, dual-career families, and single parents in society has intensified the need for skills to manage work and family responsibilities in order to maintain a healthy balance between work and family life. Although survey responses indicated that more males than females expect to work full time in the future, both considered it likely that they will work full time. In fact, the item rated as least likely to occur in the future was "be married to a nonworking wife or husband."

Managing multiple roles, prioritizing and goal setting, studying the impact of work addiction on the family, and coping with life situations are modules in Unit 8 that equip students for balancing work and family responsibilities.

Using the Teacher's Resource Materials

Each *Skills for Life* unit consists of several modules. Modules have been developed to provide supplemental resources for Home Economics Education programs but also are well suited for any program involving students in grades seven through twelve. These units and modules are listed on pages xix-xx.

Versatility was a major goal in the design of the curriculum materials. A unit may be taught in whole for several days, or a specific module can be selected to meet the content and timing needs of a specific student group. Each module is self-contained; any module can be taught in any sequence.

Each *Skills for Life* module includes the following components, which are consistently represented by the pictured icons for ease in identifying them in each module.

The growing number of working women, dual-career families, and single parents in society has intensified the need for skills to balance work and family.

Text

The text, which is written for the teacher, comprehensively overviews each topic. A note to the teacher called, "Take time to read between the lines," provides special information and suggestions for teaching each module. The "Notes" section on each page includes excerpts from the text that are of special importance, and space is available for teachers to write notes themselves. A variety of current resources have been reviewed in an effort to condense pertinent information and provide essential concepts, thus saving the teacher time.

Teaching Strategies

The needs of both students and teachers can be met with the variety of teaching strategies that have been developed. The teaching strategies are provided to reinforce the basic content to be presented and to aid in factual recall, basic comprehension, and critical thinking skills. To facilitate student comprehension of the material presented, three levels of teaching strategies have been developed with a variety of strategies within each level. The three levels include grades seven and eight, grades nine and ten, and grades eleven and twelve.

Learning Activities

Student learning is achieved with paper and pencil activities developed from the material from each module. The learning activities focus on challenging the students in various ways, helping build critical thinking skills, integrating academic skills, and reinforcing understanding of the content.

Transparency Masters

To reinforce the learning process, transparency masters have been developed to help students retain and understand the basic content by presenting basic module themes and points. The transparency masters, like the teaching strategies and learning activities, are designed to reinforce understanding of the content.

Answers to Learning Activities

As a timesaving device for the teacher, answers to all learning activities have been provided to assist the teacher in checking

students' recall of the content presented. These answers are located in this component of each module.

Because the possibilities for vital life skills content are virtually endless, the curriculum has been designed to permit *ongoing development.* The curriculum is marketed in packets of five self-contained modules from varied units. Each unit is color coded with all components within each unit corresponding to facilitate location and placement of modules within a resource materials binder.

Skills for Life is packaged in loose-leaf form for *maximum* flexibility. As packets are obtained, they can be inserted easily by following the color coding and numbering system of the materials. In addition, the teacher can personalize the materials by inserting pages in the binder for lesson plans or supplemental resources, such as current newspaper articles relevant to a specific topic. When an initial binder is full, a second volume can be added to accommodate expanding life skills materials.

Packet Information

The loose-leaf format and the packet marketing procedure permit ongoing development of life skills modules. The Packet Information on pages xxi-xxii lists units and modules in order of planned availability.

Skills for Life

Teacher's Resource Materials Contents

Materials for *Skills for Life* are organized in eight units with various numbers of modules. Each module contains text, teaching strategies, learning activities, transparency masters, and answers to learning activities. The following is the contents of the *Skills for Life* Teacher's Resource Materials.

Unit 1: Personal Development Skills

Module A Self-esteem
Module B Gangs and Cults
Module C Understanding Cultural Differences
Module D Decision Making
Module E Peers and Relationships
Module F Accepted Rules of Social Conduct

Unit 2: Health and Wellness Skills

Module A Stress Management
Module B AIDS Awareness and Prevention
Module C Weight Control
Module D Human Nutrition
Module E Substance Abuse
Module F Sex Education
Module G Date Rape
Module H Child/Spouse/Elderly Abuse
Module I Seat Belt Safety
Module J Alzheimer's Disease
Module K Finding Resource Services/Community Services
Module L Cancer
Module M Heart Disease

Unit 3: Citizenship Skills

Module A Effective Citizenship
Module B The United States Flag
Module C Parliamentary Procedure
Module D The United Nations
Module E Misdemeanors and Felonies
Module F The American Jury/Court System

Unit 4: Communication Skills

Module A Verbal and Nonverbal Communication
Module B Leadership
Module C Conflict Resolution
Module D Being a Group Member

Unit 5: Consumer Skills

Module A Personal Checking Accounts
Module B Budgeting/Purchasing
Module C Insurance and Other Investments
Module D Personal Loans

Unit 6: Employability Skills

Module A Characteristics Needed for Employment
Module B Work Schedules and Compensation
Module C Employment Opportunities
Module D Self-improvement
Module E Social Security System
Module F Securing Employment
Module G Federal Income Tax System
Module H Organizational Procedures of a Business

Unit 7: Parenting and Child Care Skills

Module A Functioning Effectively as a Family
Module B School-age Parenting
Module C Selecting Child Care
Module D Parental Rights and Responsibilities
Module E Parenting Education (Prenatal/Postnatal/Infant Care)

Unit 8: Balancing Work and Family Skills

Module A Managing Multiple Roles
Module B Prioritizing and Goal Setting
Module C Impact of Work Addiction on the Family
Module D Coping With Life Situations

Skills for Life

Packet Information

Skills for Life modules will be sold in packets of five. Module titles included in each packet and approximate dates of availability are included below.

- **Packet 1** (September 1, 1991)
  Unit 2 Module B: AIDS Awareness and Prevention
  Unit 1 Module A: Self-esteem
  Unit 3 Module E: Misdemeanors and Felonies
  Unit 8 Module A: Managing Multiple Roles
  Unit 6 Module A: Characteristics Needed for Employment
  (A project introduction and tabbed dividers will be included.)

- **Packet 2** (November 1, 1991)
  Unit 1 Module C: Understanding Cultural Differences
  Unit 3 Module B: United States Flag
  Unit 5 Module A: Personal Checking Accounts
  Unit 2 Module A: Stress Management
  Unit 4 Module A: Verbal and Nonverbal Communication

- **Packet 3** (January 1, 1992)
  Unit 3 Module A: Effective Citizenship
  Unit 6 Module B: Work Schedules and Compensation
  Unit 2 Module E: Substance Abuse
  Unit 4 Module B: Leadership
  Unit 7 Module A: Functioning Effectively as a Family

- **Packet 4** (March 1, 1992)
  Unit 2 Module F: Sex Education
  Unit 3 Module D: The United Nations
  Unit 2 Module D: Human Nutrition
  Unit 6 Module C: Employment Opportunities
  Unit 6 Module D: Self-improvement

- **Packet 5** (April 15, 1992)
  Unit 3 Module C: Parliamentary Procedure
  Unit 2 Module C: Weight Control
  Unit 6 Module E: Social Security System
  Unit 7 Module B: School-age Parenting
  Unit 5 Module B: Budgeting/Purchasing

Packet Information

- **Packet 6** (August 1, 1992)
  - Unit 6 Module F: Securing Employment
  - Unit 7 Module C: Selecting Child Care
  - Unit 5 Module C: Insurance and Other Investments
  - Unit 4 Module C: Conflict Resolution
  - Unit 1 Module B: Gangs and Cults

- **Packet 7** (October 1, 1992)
  - Unit 7 Module D: Parental Rights and Responsibilities
  - Unit 5 Module D: Personal Loans
  - Unit 1 Module D: Decision Making
  - Unit 2 Module G: Date Rape
  - Unit 8 Module D: Coping with Life Situations

- **Packet 8** (December 1, 1992)
  - Unit 1 Module E: Peers and Relationships
  - Unit 2 Module H: Child/Spouse/Elderly Abuse
  - Unit 3 Module F: The American Jury/Court System
  - Unit 6 Module G: Federal Income Tax System
  - Unit 2 Module I: Seat Belt Safety

- **Packet 9** (February 1, 1993)
  - Unit 4 Module D: Being a Group Member
  - Unit 2 Module J: Alzheimer's Disease
  - Unit 7 Module E: Parenting Education
  - Unit 6 Module H: Organizational Procedures of a Business
  - Unit 2 Module K: Finding Resource Services/Community Services

- **Packet 10** (April 1, 1993)
  - Unit 2 Module L: Cancer
  - Unit 8 Module C: Impact of Work Addiction on the Family
  - Unit 1 Module F: Accepted Rules of Social Conduct
  - Unit 8 Module B: Prioritizing and Goal Setting
  - Unit 2 Module M: Heart Disease

UNIT 1

Module A

Notes

Self-esteem

Take time to read between the lines.

As a teacher, you are a vital part of your students' lives. You see them and communicate with them every day. You are aware of students' strengths and weaknesses regarding self-esteem. Because of your awareness, you have the opportunity to provide students with the information about self-esteem that they need.

Self-esteem is unique to every individual. It is not constant; it can be influenced and changed. A student's self-esteem determines how he or she faces life's challenges and demands. This makes self-esteem a significant factor in every facet of life. The skills you provide to students will help them now and in the future. As you teach students about self-esteem, you give them powerful knowledge and skills they can use every day of their lives.

SELF-ESTEEM

Self-esteem is a personal characteristic that affects every aspect of an individual's life. ***Self-esteem*** can be referred to as a personal assessment of one's competence and worth. It also refers to one's self-image. Self-esteem is made up of the positive or negative feelings and thoughts individuals have about themselves. Self-esteem is influenced by many factors including the following:

Self-esteem is made up of the positive or negative feelings and thoughts individuals have about themselves.

- past experiences
- relationships with friends
- relationships with parents
- relationships with siblings
- home life
- personal achievements
- community experiences

Notes

- relationships with classmates
- relationships with teachers and other school personnel
- experiences with clubs
- experiences with religious groups
- relationships with girlfriends or boyfriends
- television
- advertising

Self-esteem incorporates all of the feelings and thoughts an individual has experienced about himself or herself, both positive and negative. If others tell a person that he or she is smart, interesting, and fun to be around, that individual is likely to feel good about himself or herself and have a high self-esteem. On the other hand, if an individual is told that he or she is incompetent, boring, or dull, he or she is likely to have negative thoughts about himself or herself resulting in a low self-esteem.

Good self-esteem is a critical part of an individual's physical and mental well-being.

Good self-esteem is a critical part of an individual's physical and mental well-being. Low self-esteem can be linked to depression, unsatisfactory relationships, and in severe cases, drug and alcohol abuse and even suicide. Ways to encourage positive self-esteem include the following:

- **Independence** – Independence must be encouraged.
- **Assertiveness** – People have assertiveness to be in control of themselves, their bodies, and their futures. There is a fine line between assertiveness and disrespectfulness.
- **Decision Making** – This must begin in childhood. Children should begin to make some decisions or choices as soon as possible.
- **Learn to Value Others** – As members of society, people are here to help each other. All individuals need and depend on others to some extent.
- **Encourage Creativity** – Most individuals are praised for their conformity, not their creativity. Encourage creativity while setting limits.
- **Communication** – Communication between students and their parents, caregivers, teachers, or friends is important. The ability to identify one's feelings and share those feelings with others is significant to effective communication.

As an individual progresses through the life cycle, self-identity grows and changes.

An individual's sense of ***self-identity,*** or individuality, is a result of understanding his or her uniqueness and the awareness of having a positive or negative self-concept. Friends, family, and community play a major role in helping an individual form a healthy self-concept and establish a self-identity. The development of a self-identity is a lifelong process. As an individual progresses through the life cycle, self-identity grows and changes. In addition, it is possible for an individual to improve his or her self-concept. By addressing mistakes and attempting to find better ways to handle situations, an individual can begin to improve her or his self-concept.

Positive self-care is an important aspect of developing one's self-identity. The ability to achieve positive self-care depends on the following factors or skills:

- Set priorities, values, and goals for self, family, parents, and friends.

Notes

- Know individual limits. It is important to know one's strengths and weaknesses. When someone is pushed beyond his or her limits, she or he cannot be effective.
- Know when and how to say no.
- Express feelings. It is important to let friends, family, or others see that a person has feelings, difficulties, and frustrations.
- Spend time on oneself. Do not get overburdened. Hobbies are beneficial in providing recreation. A balanced life of work and play is important.

Johari's Window

Open Self	Blind Self
This is the self that the individual and everyone else knows and sees.	This part of the self does not know the things that others know about him or her.
Hidden Self	**Unknown Self**
This part of the self includes things the individual knows about himself or herself. No one else knows these things.	This self knows the things that the individual and others do not know. This knowledge may be in the unconscious and subconscious.

Figure 1A.1

The development of self leads to the formation of a self-concept. ***Self-concept*** is the image a person has of himself or herself. Self-concept can be explained in figure 1A.1, which represents Johari's Window. Johari's Window represents the four basic aspects of self-concept: the open self, the blind self, the hidden self, and the unknown self.

The ***open self*** refers to that part of a person that is openly displayed and acknowledged to others. The ***blind self*** is that part of a person that others see yet the person does not see. For instance, a person may be unknowingly critical of others. While others may see this, the individual does not. The

Notes

hidden self is that part of a person that is kept within. This could include feelings one has for another person, fears, anxieties, or knowledge a person has about someone or something. The ***unknown self*** refers to that part of a person that is neither known by the person nor by others. The unknown self has the potential or capacity for good or bad. A suicidal tendency is an example of a negative potential of the unknown self. The ability to rescue someone from a burning car is an example of positive potential of the unknown self.

Johari's Window is a way to describe on paper how a person relates to another in a relationship. Johari's window describes the four parts of the self. In the figure, the four selves are displayed equally; however, the size or domination of the four selves may not always be equal. They may change depending on the situation. At times, the open self may completely dominate the other three parts of the self while at other times, the blind self may be dominant. When a person feels intimidated and afraid to express his or her feelings, the hidden self may become larger than the others. When a person easily shares thoughts and feelings with others, the open self is dominant.

When a person does something, others react. The reactions others have to an individual are based on several characteristics. For example, when a person trusts another person enough to share feelings and thoughts with him or her, the other person also may become more open. This positive reaction can lead to a positive self-image and high self-esteem.

Guidelines for Building Self-esteem

The following are guidelines for building self-esteem.

- Accept own thoughts and feelings.
- Accept strengths and weaknesses and learn to avoid putting "shoulds" on oneself.
- Set realistic goals.
- Take time out to be alone, and spend time on oneself.
- Love and respect self.
- Surround self with positive role models.
- Learn to accept and give compliments.
- Use affirmations.
- Take some risks.
- Learn when and how to say no.
- Accept that it is okay to make mistakes.
- Learn to take care of own needs and wants but realize it is okay to ask for help from others—without feeling shame or guilt.

UNDERSTANDING OTHERS

As an individual learns about himself or herself, he or she also learns about others.

As an individual learns about himself or herself, he or she also learns about others. Individuals have the same basic needs. A psychologist named Abraham Maslow placed all human needs into five categories and formed

Notes

a hierarchy of needs. This hierarchy is commonly known as ***Maslow's Hierarchy of Needs***. Maslow arranged groups of needs on levels from low to high. The first three levels of the hierarchy are known as ***deficiency needs*** since there is something lacking in each level, such as food, protection, and love. The fourth and fifth levels of the hierarchy are known as ***growth needs*** since each level is related to personal growth. Maslow believed the deficiency needs are the most strongly motivating. In addition, Maslow believed that an individual must meet the deficiency needs before being able to meet the growth needs. Maslow's Hierarchy of Needs is shown in figure 1A.2.

Maslow's Hierarchy of Needs
Self-actualization Needs
need to grow and reach full potential
Self-esteem Needs
need for self-esteem and for the respect and admiration of others
Love and Belonging Needs
need to belong to a family and other groups; need to love and be loved
Safety Needs
protection from physical harm; sense of security from knowing one's needs will be met
Physiological Needs
need for food, water, sleep, and shelter

Figure 1A.2

Realizing that all people have similar needs enables an individual to understand himself or herself as well as to understand others.

Realizing that all people have similar needs enables an individual to understand himself or herself as well as understand others. It is important to realize that people attain their needs in various ways. Individuals must learn to respect others' differences. When relating to others, a person must remember that people assume many roles. For example, an individual may have the role of teacher at work while assuming the roles of family member, spouse, parent, and volunteer at home. Knowing the roles a person assumes enables an individual to understand others.

The purpose of understanding others and respecting differences is to enable each person to behave toward others in ways that show respect and foster self-esteem. Too often in daily situations people put each other down,

Notes

sometimes intentionally, but often without realizing the impact of their words or actions. Both students and teachers need to work not only on understanding others and respecting differences, but on ensuring that behavior reflects understanding and respect.

The following guidelines will enable an individual to better understand others:

- Realize that people have needs that they try to satisfy.
- Understand that people are different.
- Respect the differences in people.
- Understand the different roles people assume.
- Use patience and care when attempting to understand others.

Notes

- Direct each student to write the word *self-esteem* vertically on a sheet of paper. Have students identify personal traits that begin with the letters in the word *self-esteem*. Then, have each student classify his or her list of traits as either positive or negative. Lead a class discussion on how negative and positive self-esteems are developed. QUESTIONS: What does self-esteem mean? Why is it easier to identify negative traits than positive ones? How can one promote positive feelings about oneself?

- Give students a sheet of white paper and a sheet of colored construction paper. Have students fold and cut the white paper to make a snowflake. Instruct students to glue the white snowflakes onto the colored construction paper. Compare the students' work and make note of the differences. Emphasize that even though they are all snowflakes, they are very different and unique as are individuals. As an alternate activity, have students locate pictures of cars in magazines and glue them to the construction paper. Again, emphasize that even though they are all cars, they are very different and unique as individuals are.

- Display transparency 1A1, Terms to Know. Lead a class discussion to help students understand the terms associated with self-esteem. Instruct students to record the terms.

- Show students the videotape, *Who is the Me in Me?*, available from the Home Economics Curriculum Center, Texas Tech University, Lubbock Texas. After viewing the videotape, ask students to write a paragraph about why it is important to be able to understand themselves before they can understand others. QUESTIONS: Why is it important to be able to understand yourself? What is the relationship between self-esteem and personality development?

- Instruct students to keep a daily self-esteem diary for one week. Have students write down each day several adjectives that describe how they see themselves. Assign a short essay titled, "How I Can Change Negative Aspects of My Self-esteem to Positive Aspects."

- Lead a class discussion about the role the family plays in developing a positive self-image. QUESTION: How does the self-image of each family member affect a child's self-image?

- Display transparency 1A2, Achieving Positive Self-care. Divide the class into groups. Assign each group a criterion from the transparency to role play for the class. Following each group's presentation, have an elected group leader summarize the role play.

Notes

GRADES 9 & 10

- Write the word *self-esteem* on the chalkboard. Instruct each student to think of a word for each letter in *self-esteem* that best describes him or her. Have the students record the words. Ask a few students to share their lists with the class. Integrate the students' lists into a class discussion that specifically defines self-esteem.

- Ask each student to bring his or her favorite cartoon strip and analyze the self-esteem of one of the characters in the cartoon. Some of the cartoon strips that focus on self-concept and self-esteem include "Peanuts," "Cathy," "Garfield," and "Nancy." Have students write a paragraph that describes the character. Ask a few students to share their paragraphs with the class. Display the cartoon strips in the classroom.

- Display transparency 1A3, Guidelines for Understanding Others. Ask students to work in pairs to develop guidelines for working with others. Instruct each group to share their guidelines with the class.

- Display transparency 1A4, It's Okay to be Different. Instruct students to prepare collages from pictures in magazines that reflect the idea that it is okay to be different. QUESTIONS: How many of the selected pictures resemble you? Why is it okay to be different? What does it mean to be different?

- Prepare a cooperative learning experience that will allow groups of students the opportunity to write, produce, and present instructional materials about self-esteem. Ask each group to present its finished product to the class. Have each group participate in public relations activities by presenting the materials to peers. Instruct each student to write a paragraph that summarizes his or her feelings about the project. (This can be integrated into a youth organization activity.)

- Divide the class into small groups. Instruct groups to write, direct, and perform a role play that describes the development of a strong self-esteem among friends. Ask one student from each group to operate the video camera. Play the videotape for the class and have students critique their performances. Instruct students to write a paragraph about the activity. QUESTIONS: How can you help friends feel good about themselves? Does it give an individual a sense of satisfaction to give compliments or praise for achievements?

GRADES 11 & 12

- Write the word *self-esteem* on the chalkboard. Instruct students to write a paragraph that describes the feelings they have when they hear the word *self-esteem*. Ask a few students to share their paragraphs with the

class. Integrate the students' ideas into a class discussion about self-esteem. Evaluate the students' paragraphs for expression of feelings and clarity of thoughts.

Notes

- Divide the class into pairs. Have each pair of students discuss the following open-ended statements:
  - I feel best about myself when
  - I feel worst about myself when
  - I get really angry when
  - I am happiest when
  - I am really confused when
  - I can do a lot of things but
  - I am best at
  - I wish I could
  - I like the way I look when
  - I feel really lousy when
  - I think a lot about

  Following the discussion, have students write paragraphs describing at least three situations in which they have positive feelings about themselves. Ask a few students to share their paragraphs with the class.

- Divide the class into two teams, and have each team select a leader. Have students debate the following statement: One's family has a greater influence on the development of self-esteem than do peers or society. Allow students to prepare for the debate using appropriate materials such as magazine articles and books. Following the debate, review major points in a class discussion. QUESTIONS: How does the family influence the positive development of self-concept and self-esteem? negative? How do your friends affect the way you see yourself? Are these influences positive? negative? Does the community you live in affect how you view yourself? How? How does your view of yourself affect how you act in your family? at school? in the community?

- Display transparency 1A5, Johari's Window. Instruct students to create a collage that is divided into the four categories of Johari's Window. Have students use words, pictures, and drawings that describe themselves. Display the collages throughout the classroom. Instruct each student to write a brief paragraph describing his or her interpretation of the collage.

- Prepare a cooperative learning experience that will allow groups of students the opportunity to write, produce, and present instructional materials about self-esteem. Ask each group to present a finished product to the class. Have each group participate in public relations activities by presenting the materials to young children. Instruct each student to write a paragraph that summarizes his or her feelings about the project. (This strategy can be integrated into a youth organization activity.)

Notes

- Ask students to research and write a two to three page paper about self-esteem and its relationship with the following:
  - teen parenting
  - successful relationships
  - gang involvement
  - alcohol and drug abuse
  - development of friendships
  - dysfunctional families
  - academic success
  - athletic success

  Have several students share their papers with the class. Evaluate the papers for clarity, creativity, and writing style.

ANY GRADE

- Lead students to brainstorm to identify ways to tell another individual that he or she is special. Ask a student to record the responses on a flip chart. Lead a class discussion about the power of words and how they can either enhance or destroy a person's self-esteem. Display transparency 1A6, Maslow's Hierarchy of Needs. Emphasize to students that love and belonging needs are those that can be encouraged by words. QUESTIONS: How do words build self-esteem? What is the relationship between the tone of someone's voice and the words being said? What effect will a person's tone of voice have on an individual with a low self-concept? How can you promote positive feelings about yourself?

- Display transparency 1A7, Factors that Influence Self-esteem. Have students select two of the factors listed. Instruct them to interview family, friends, teachers, or neighbors to identify how the factors influence self-esteem. Ask students to summarize findings in a paper. Have a few students share their findings with the class.

- Show students the videotape, *You Are Good Stuff*, available from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas. QUESTIONS: How can self-esteem be strengthened? Who are the significant others in your life? Why is it important to have significant others? What is the difference between self-esteem and self-concept?

- Have students use pictures, photographs, words, and other symbols that reflect how they see themselves to create posters titled "Good Stuff." Ask students to share their posters and tell the class why they are good stuff.

- Instruct students to design a two-column collage. On one side, they should show how they see themselves, and the other side should reflect how others see them. Students may use drawings, words, and pictures

to describe themselves. Ask a few students to share their collages with the class. Display the collages throughout the classroom.

Notes

- Display transparency 1A8, Encourage a Positive Self-esteem. Lead a class discussion about ways self-esteem can be encouraged. QUESTION: How can self-esteem be encouraged in others? What is the relationship between creativity and a positive self-esteem?

- Display transparency 1A9, Guidelines for Building Self-esteem. Invite a resource person from the local mental health center to speak with the class about the steps in building a positive self-esteem. Guide students in preparing written questions prior to the speaker's presentation.

- Conduct a scavenger hunt of interests or activities of students in the class. Type various interests or activities of the students on a sheet of paper with blanks beside each interest or activity. Give each student a sheet. Have students intermingle to find students with the interests or activities on the sheet. Have the students write their initials in the blanks beside the interest or activity that relates to them. Review the list after the scavenger hunt and identify students with similar interests. Note also the diversity in the classroom. Emphasize the importance of locating others with similar interests as well as accepting and getting along with those who have different interests and activities. Example interests and activities might include the following:
  - plays football
  - has two dogs
  - just moved here from California
  - wants to be a doctor
  - drives a blue car

DIRECTIONS: **Part A:** Place a ✓ in the blanks beside the personality traits you feel you possess. Place an ✗ by any qualities you honestly do not feel you have now.

_____ 1. I have an outgoing personality.

_____ 2. I accept responsibility.

_____ 3. I like to stay busy.

_____ 4. I am trustworthy.

_____ 5. I feel good about who I am.

_____ 6. I accept praise gracefully.

_____ 7. I accept criticism gracefully.

_____ 8. I make thoughtful decisions.

_____ 9. I show flexibility.

_____ 10. I communicate openly and honestly with my family.

_____ 11. I communicate openly and honestly with my friends.

_____ 12. I respect authority.

_____ 13. I display self-confidence.

_____ 14. I have a good sense of humor.

_____ 15. I cooperate with others.

_____ 16. I strive to achieve the most I can.

_____ 17. I control my temper.

_____ 18. I trust others.

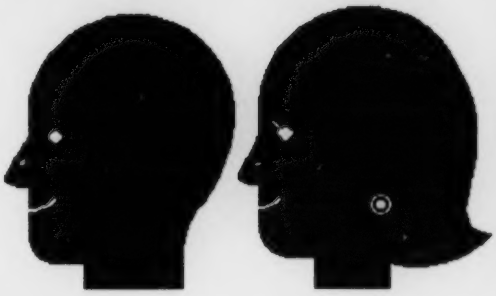
_____ 19. I feel good about myself as a person.

_____ 20. I have good physical he lth.

_____ 21. I have good mental health.

_____ 22. I have plenty of energy.

Part B: You have identified the personality traits you possess and the traits you do not presently have. Now, write a paragraph about the goals you need to set for yourself in order to develop the qualities that you marked with an ✗. Briefly explain how you plan to reach your goals.



DIRECTIONS: Complete the following multiple-choice activity for a basic understanding of the terms associated with self-esteem. In the blank to the left of each item, place the letter of the response that best answers the questions or completes the statement.

_____ 1. The part of a person that is kept within is called the
A. blind self.
B. open self.
C. hidden self.
D. unknown self.

_____ 2. A person's ability to understand his or her uniqueness.
A. open self
B. self-concept
C. self-identity
D. self-esteem

_____ 3. The part of a person that others see, yet the person does not see.
A. self-identity
B. hidden-self
C. blind self
D. unknown self

_____ 4. A personal assessment of one's competence and worth.
A. self-concept
B. open self
C. self-identity
D. self-esteem

_____ 5. The self that is neither known by the person nor by others.
A. open self
B. unknown self
C. blind self
D. hidden self

_____ 6. Self-esteem incorporates all of the thoughts and feelings an individual has experienced. These thoughts and feelings may be
A. positive and negative.
B. positive.
C. negative.
D. none of the above.

_____ 7. _____ play(s) a major role in helping an individual form a healthy self-concept and establish a self-identity.
A. Self-care
B. Community
C. Siblings
D. Friends, family, and community

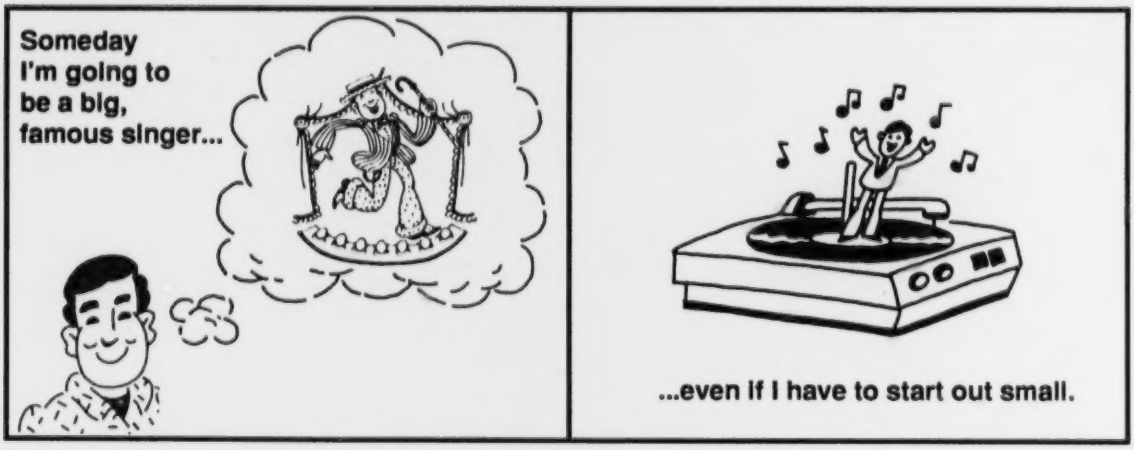
DIRECTIONS: If you are self-confident and have a positive self-concept, your basic personality should not vary with different people. The following activity will help you analyze how other people see you. In the space provided, write how you think the following people would describe you.

A Friend	A Teacher	A Parent

An Employer	A Fellow Employee or a Classmate	Yourself

DIRECTIONS: Cartoon strips are popular media for portraying ideas about self-concept and self-esteem. The cartoon example emphasizes a strong self-esteem. In the space provided, create an original cartoon strip that describes your self-esteem.

Example



DIRECTIONS: Think about the ways you affect the self-esteem of family members, friends, and school personnel. Evaluate your behavior toward others and the impact you have on their lives. In the first column below, list the names of three people you could help to gain a positive self-esteem. In the second column, list specific ways you could increase their self-esteem. On the blank below the columns, sign your name to commit yourself to promoting the self-esteem of these three people today.

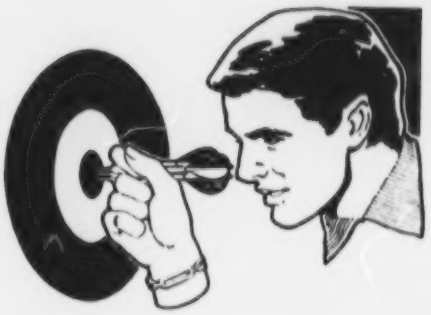
Names of Family, Friends, or School Personnel	Ways to Increase Self-esteem
_____	_____
	_____
	_____
_____	_____
	_____
	_____
_____	_____
	_____
	_____

I will try to increase the self-esteem of others today.

Signed, _____ Date: _____

Terms to Know

Self-esteem is a personal assessment of one's competence and worth.



Self-identity is a result of a person understanding his or her uniqueness. It is the awareness of having a positive or negative self-concept.

Self-concept is the image a person has of himself or herself.

The **open self** refers to the part of a person that is openly displayed and acknowledged to others.

The **blind self** refers to that part of a person that others see, yet the person does not see.

The **hidden self** refers to that part of a person that is kept within.

The **unknown self** refers to that part of a person that is neither known by the person nor by others. It has the potential capacity for good or bad.

1A1

Achieving Positive Self-care

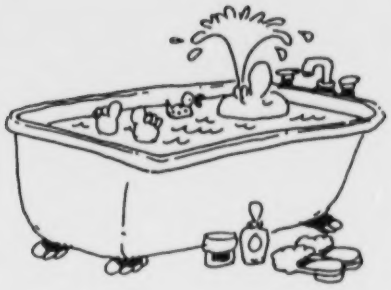
- Set priorities.
- Know individual limits.
- Know when and how to say no.
- Express feelings.
- Spend time on oneself.

Guidelines for Understanding Others

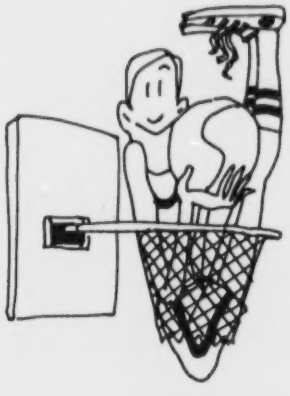
- Realize that people have needs that they try to satisfy.
- Understand that people are different.
- Respect the differences in people.
- Understand the different roles people assume.
- Use patience and care when attempting to understand others.

1A3

BEST COPY AVAILABLE



It's Okay to Be DiffErent!

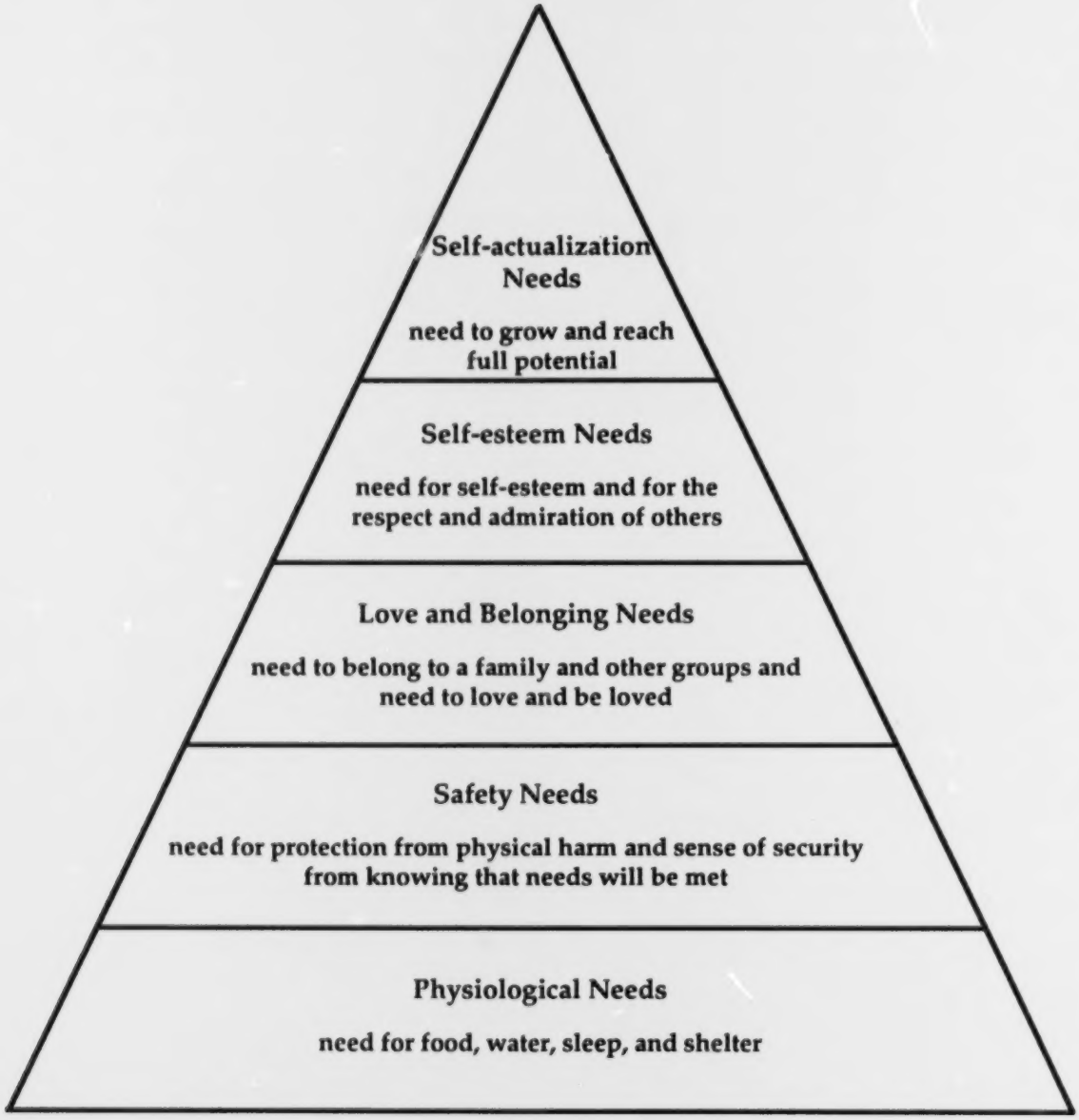


1A4

Johari's Window

Open Self This is the self that the individual and everyone else knows and sees.	**Blind Self** This part of the self does not know the things that others know about him or her.
Hidden Self This part of the self includes the things the individual knows about himself or herself. No one else knows these things.	**Unknown Self** This self knows the things that the individual and others do not know. This knowledge may be in the unconscious and subconscious.

Maslow's Hierarchy of Needs


Self-actualization Needs
need to grow and reach full potential
Self-esteem Needs
need for self-esteem and for the respect and admiration of others
Love and Belonging Needs
need to belong to a family and other groups and need to love and be loved
Safety Needs
need for protection from physical harm and sense of security from knowing that needs will be met
Physiological Needs
need for food, water, sleep, and shelter

1A6

Factors that Influence Self-esteem

Past Experiences

Relationships with Friends

Relationships with Parents

Relationships with Siblings

Home Life

Personal Achievements

Community Experiences

Relationships with Classmates

Relationships with Teachers and other School Personnel

Experiences with Clubs

Experiences with Religious Groups

Relationships with Girlfriends or Boyfriends

Television

Advertising

1A7

Encourage a Positive Self-esteem

✓ ***Independence*** – Independence must be encouraged.

✓ ***Assertiveness*** – People must have assertiveness to be in control of themselves, their bodies, and their futures.

✓ ***Decision Making*** – Decision making must begin in childhood. Children should begin to make some decisions or choices as soon as possible.

✓ ***Learn to Value Others*** – As members of society, people are here to help each other. All individuals need and depend on others to some extent.

✓ ***Encourage Creativity*** – Most individuals are praised for their conformity not their community. Encourage creativity while setting limits.

✓ ***Communication*** – Communication between students and their parents, caregivers, teachers, and friends is important.

Guidelines for Building Self-esteem

- ↗ Accept own thoughts and feelings.
- ↗ Accept strengths and weaknesses and learn to avoid putting "shoulds" on oneself.
- ↗ Set realistic goals.
- ↗ Take time out to be alone and spend time on oneself.
- ↗ Love and respect self.
- ↗ Surround self with positive role models.
- ↗ Learn to accept and give compliments.
- ↗ Use affirmations.
- ↗ Take some risks.
- ↗ Learn when and how to say no.
- ↗ Accept that it is okay to make mistakes.
- ↗ Learn to take care of own needs and wants but realize that it is okay to ask for help from others without feeling shame or guilt.

1A9

1A1-1A2

Notes

Part A: Answers will vary.
Part B: Answers will vary. Evaluate paragraph on content, clarity, and writing style.

1A3

1. C
2. C
3. C
4. D
5. B
6. A
7. D

1A4

Answers will vary according to students' feelings.

1A5

Evaluate cartoon strips on content, creativity, and neatness.

1A6

Answers will vary. Ways to increase the self-esteem of a person will vary but may include giving compliments, being encouraging and supportive, being respectful, doing something nice, or expressing admiration.

UNIT 2

Module B

AIDS Awareness and Prevention

Notes

Take time to read between the lines.

Acquired Immune Deficiency Syndrome, or AIDS, is a deadly disease caused by the HIV virus. Since the first case was diagnosed in 1980, more than 300,000 individuals have been diagnosed with the disease in this country alone. More than 1700 cases have been diagnosed among teens aged thirteen to nineteen in Texas. It is unclear how many teens are actually infected because the incubation period can last as long as ten years. This deadly virus can be passed from an infected individual before or after symptoms occur. Currently one out of five of those diagnosed with AIDS are in their twenties, meaning that they probably became infected while in their teens.

There is no cure for AIDS, but it is preventable. All students must be equipped with accurate information in order to avoid the risk of contracting this deadly virus. If wrong or inaccurate information is given, it could result in death rather than prevention. As a teacher, you have an excellent opportunity to provide information about this sensitive subject to your students. Providing accurate, factual information is the first step in slowing the progression of AIDS and possibly saving the life of one or more of your students.

THE DISEASE

AIDS is acquired immune deficiency syndrome. It is a disease caused by a virus called the ***human immunodeficiency virus (HIV)***, which can destroy the body's ability to fight off illness. The AIDS virus may live in the human body for many years before any of the symptoms begin to appear. The incubation period for the virus can be as long as ten years. AIDS itself rarely kills an individual, but it makes a person unable to fight off infections and other diseases that can kill a person with AIDS. A skin cancer called ***Kaposi's sarcoma,*** which produces purplish lesions on the skin, is one of the

Notes

common diseases that kills patients infected with AIDS. The other deadly disease is a form of pneumonia called ***Pneumocystis carinii***.

A	**Acquired** — the virus is passed from one person to another
I	**Immunodeficiency** — the disease attacks and weakens the immune system (the body's ability to fight off harmful germs) making it increasingly difficult to fight off infections
D	
S	**Syndrome** — a number of symptoms or conditions are going on at the same time that characterize the disease

Figure 2B 1

Contracting the AIDS Virus

There are basically three ways that the AIDS virus is transmitted from one person to another. It is transmitted through blood, vaginal secretions, and semen. The virus is not transmitted by casual contact such as shaking hands, hugging, attending school together, sitting on toilet seats, breathing air, or by being bitten by insects.

There are two primary ways that the virus transmission can occur. The first is through sexual contact—oral, anal, or vaginal—with someone infected with the AIDS virus. The second is through the sharing of needles and syringes used for injecting intravenous drugs with an infected person. An infected pregnant woman may pass the virus to her baby during pregnancy or childbirth. Before 1985 and procedures for carefully screening donated blood, some people contracted the virus through blood transfusions. Many of these victims were hemophiliacs. Procedures for carefully screening donated blood have virtually eliminated infections contracted from blood transfusions. Before 1978, this means of contracting the virus was not a problem.

Symptoms of the AIDS Virus

Symptoms of the AIDS virus are similar to those of many of common illnesses. The difference between the common illnesses and symptoms of the AIDS virus is that with AIDS the symptoms take a long time to clear up. Once the individual recovers, the symptoms may return time and time again. Symptoms in the early stages of the disease may include the following:

- rapid weight loss not associated with increased exercise or a diet
- shortness of breath
- dry cough
- recurring fever
- night sweats
- swollen glands in the neck, underarm, or groin
- fatigue
- diarrhea that persists for more than two weeks

Notes

The above symptoms gradually become worse as the disease progresses. Emaciation, or abnormal thinness, caused by disease is normal as is the body's continually decreasing ability to fight off disease and infection.

AIDS TESTING

The only way to tell if someone has been infected with the AIDS virus is through AIDS testing. Public health officials recommend that an individual be counseled and tested for AIDS if any of the following apply:

- the individual has had any sexually transmitted disease
- the individual is a man and has had sex with another man
- the individual has shared needles or syringes for injecting drugs
- the individual has had sex with a prostitute (male or female)
- the individual has had sex with anyone who has done any of the above

Some doctors may suggest that the following individuals be tested for AIDS also:

- a woman who has engaged in risky behavior and plans to have a baby or is not on birth control
- someone diagnosed with tuberculosis
- someone who received a blood transfusion between 1978 and 1985

Being diagnosed with tuberculosis does not necessarily indicate that a person has been infected with the HIV virus. Those individuals who are HIV positive have a greater chance of getting tuberculosis; therefore, showing positive on a TB test could be a warning sign of being HIV positive as well. Tuberculosis can be treated. The method or drug used to treat tuberculosis may need to be different for an individual that is also HIV positive.

The testing process requires that a small amount of blood be drawn from the patient's arm. The blood is then taken to a lab where the test is administered. The results of the test can remain confidential if the individual requests. A ***confidential test*** means that the test results and the patient's name will be available only to a limited number of medical personnel for examination. An ***anonymous test*** identifies the patient and his or her blood, in most cases, with a number. No name is involved and all information and testing results are identified by number. The patient is the only one who knows his or her number.

Notes

The test used most often to detect the HIV virus is the ELISA test or the EIA test. ***ELISA*** is the acronym for Enzyme-Linked Immunosorbent Assay. The ELISA test is used at hospitals and clinics for donated blood. It is also the first test used when screening individuals for the virus. The ELISA test can identify antibodies present in the blood that the body produces to fight the AIDS virus. It does not determine if the virus is present, it only determines if the antibodies that fight the disease are present. Therefore, if someone is in the early stages of the disease, the body may not have had time to produce the antibodies to fight the AIDS virus. In that case, the test results will be negative.

If an individual's test results are negative and she or he is at risk, the test should be administered again at a later date. If the test result is positive, it is an indication that further testing is necessary. The ***Western Blot*** test and the ***IFA*** test are used to confirm a positive ELISA test. If these tests are positive, it is vital that the infected person understand that he or she can infect others through sexual contact and/or through the sharing of needles and syringes. Those who may have been infected must be contacted about the infection.

AIDS PREVENTION

When discussing AIDS prevention, it is important to remember that there is no safe sex. Even condoms are not 100 percent effective. It is often difficult to identify someone who has been infected with the virus without the benefits of an AIDS test. Asking a person if he or she is infected or is at risk of being infected may result in dishonest answers. An individual's chances of contracting the virus increase as his or her number of sex partners increase or as the sharing of needles and syringes increase. In order to decrease the risk of contracting the virus, an individual should avoid risky behavior. ***Risky behavior*** is behavior that increases the chances of contracting the AIDS virus and includes the following:

- sharing needles and syringes for intravenous drug use
- having unprotected sex (not using a condom)
- having sex with someone who currently has or has had several sex partners
- having vaginal, oral, or anal sex with an infected person, someone who uses intravenous drugs, or someone who engages in anal sex
- having anal sex (protected or unprotected)

Safe behavior includes the following:

- abstinence from sexual activity
- abstinence from using intravenous drugs

AIDS RESEARCH

After someone has been infected with the virus, he or she will remain infected for life. A host of medications have been developed and used to treat

AIDS victims. As stated earlier, AIDS itself rarely kills. Opportunistic infections usually kill the victims. Medications are taken for AIDS as well as for the infections and pain. An AIDS victim may take as many as fifteen to twenty prescription drugs as the disease progresses. Other special treatments also may be taken. The cost for medication and treatment can range from $800 per month to $25,000 per month.

Notes

A drug called ***AZT***, originally developed as a cancer drug, has been used to slow reproduction of the virus and prolong the lives of some AIDS patients. Over a period of time, AZT can cause a breakdown in muscle tissue and the body can become resistant to the drug. ***ddI*** is a new drug that is used in combination with or as an alternative to AZT. It appears to have fewer side effects than AZT, but can damage the pancreas and irritate nerve cells. ***Interferon***, a protein in the body, has an ability to help block the reproduction of the AIDS virus in cells. This body protein has been most effective in fighting Kaposi's sarcoma. Two antibiotics, ***Aerosolized Pentamidine*** and ***Bactrim***, have been beneficial in blocking the bacterial germ that causes Pneumocystis carinii.

Numerous studies are underway to test potential AIDS cures and a possible vaccination for the disease. But for now, AIDS remains incurable. Prevention of AIDS and AIDS education are the only ways to stop its spread.

RESOURCES

For more information regarding AIDS, contact the following resources. Their addresses and phone numbers can be found in the local telephone directory or the 800 number information service.

- National AIDS Hot Line
- AIDS Hot Line for Teens
- Texas Department of Health AIDS Information (also Hearing Impaired Hot Line)
- National AIDS Information Clearinghouse
- National AIDS Hot Line (also Spanish Language and Hearing Impaired Hot Lines)
- Drug Abuse Hot Line
- U.S. Public Health Service Centers for Disease Control

Information from the *Skills for Life* Sex Education and Substance Abuse modules also may provide helpful information on this topic.

GRADES 7 & 8

Notes

- Write the word *AIDS* vertically on the chalkboard. Instruct students to think about what they know about AIDS. Beginning with the letter *A*, have students list as many words they can think of related to AIDS that begin with an *A*. Continue with the other letters. Integrate the students' lists into a class discussion that specifically defines AIDS.

- Display transparency master 2B3, Important Terms, and transparency master 2B4, Drugs and Diseases Associated with AIDS. Lead a class discussion to help students understand the terms associated with AIDS.

- Lead students to brainstorm to identify ways individuals can be exposed to AIDS. Divide the class into groups and instruct them to discuss and record strategies to prevent exposure to AIDS. Ask each group to share its strategies with the class.

- Invite a resource person from the health department to speak to the class about the HIV virus and AIDS. Guide students in preparing written questions prior to the speaker's presentation.

GRADES 9 & 10

- Write the word *AIDS* on the chalkboard. Instruct each student to record five words that describe his or her feelings when hearing or seeing the word. Ask a few students to share their lists with the class. Integrate the students' lists into a class discussion that specifically defines AIDS.

- Instruct students to read from several references and to define the following terms related to AIDS: *human immunodeficiency virus (HIV), Kaposi's sarcoma, Pneumocystis carinii, confidential test, anonymous test, Western Blot, risky behavior, interferon, Aerosolized Pentamidine, and Bactrim.* Ask students to record the definitions and to be prepared to discuss them with the class.

- Instruct students to prepare and direct a debate about the issue of allowing children in school who are HIV positive or who have AIDS. Following the debate, instruct each student to write a paper summarizing the outcome of the project. Ask a few students to share their summaries with the class. Evaluate the papers for content, clarity, and writing style.

- Prepare a cooperative learning experience that will allow groups of students an opportunity to write, produce, and present instructional materials about AIDS. Ask each group to present its materials to the class. Instruct each student to write a paragraph that summarizes his or her feelings about the project.

Notes

- Display transparency master 2B6, AIDS Case Studies. Divide the class into groups and assign each group one case study. Instruct students to read the case study and determine an appropriate solution. Have an elected group leader share the solution with the class.

- Instruct students to work together in one or two large groups to collect and prepare an AIDS resource file. Have the student write to government agencies and organizations that publish AIDS documents. Ask students to organize the materials in a central location of the classroom for easy access. Have students inform school personnel and parent groups about the availability of the AIDS resources. (This strategy can be integrated into a youth organization activity.)

GRADES 11 & 12

- Write the word *AIDS* on the chalkboard. Instruct each student to write a paragraph that describes his or her feelings about AIDS. Ask a few students to share their paragraphs with the class. Integrate the students' ideas into a class discussion about AIDS.

- Instruct students to read from several references and define the following terms related to AIDS: *human immunodeficiency virus (HIV), Kaposi's sarcoma, Pneumocystis carinii, confidential test, anonymous test, Western Blot, risky behavior, interferon, Aerosolized Pentamidine,* and *Bactrim.* Ask students to record the definitions and to be prepared to discuss them with the class. Have students create a bulletin board that contains the words and definitions associated with AIDS.

- Lead a class discussion about the unbiased approach to news broadcasting journalists must have. Instruct students to prepare a news broadcast that addresses AIDS. Inform students that the broadcast will be videotaped and used to help educate others about the AIDS epidemic. Topics that students may want to address in the broadcast include the following: education about AIDS to children and to members of the community, legislative issues about funding for AIDS research, ethical dilemmas when children in school have AIDS, research being conducted for AIDS, costs of treating an AIDS victim, and how to help families who have been affected by AIDS. Instruct specific groups of students to manage the following lists of tasks: casting parts for journalists, anchors, and guests to be interviewed (students will role play); designing the stage; writing scripts; and operating the camera. (This strategy can be integrated into a youth organization activity.)

ANY GRADE

- Show students an audiovisual program that addresses the AIDS epidemic. Instruct each student to write a paper that includes his or her

reactions to the program. QUESTIONS: What is AIDS? How is the AIDS virus transmitted? How is AIDS affecting our society? Who is susceptible to AIDS? Why? What can individuals do to become more knowledgeable about AIDS?

Notes

- Have students write letters to organizations such as the city health department or the Centers for Disease Control requesting up-to-date information about AIDS cases in the United States or in the state.

- Arrange to have a panel of individuals who have had contact with or who have worked with AIDS patients speak to the class about the disease. Ask the panel to emphasize dilemmas that might be associated with AIDS patients. Guide students in preparing written questions prior to the panel's presentation. QUESTIONS: How can AIDS be prevented? How can young people protect themselves and avoid hysteria? What is the relationship between AIDS and the heterosexual population? Will all HIV carriers contract AIDS? When should individuals be tested for the HIV virus? How frequently should individuals be tested for the HIV virus?

- Display transparency master 2B1, Symptoms of AIDS. Lead a class discussion about the symptoms of the disease. QUESTIONS: What should individuals do if they think they have the early warning signs of AIDS? If early signs are detected, can AIDS be cured?

- Display transparency master 2B5, HIV/AIDS Testing. Instruct students to read from several references that indicate the characteristics of those who should be tested. Have each student write a brief report that summarizes his or her findings. Ask a few students to share their findings with the class.

- Display transparency master 2B2, AIDS Prevention. Prepare a lecture that addresses the importance of AIDS prevention. Encourage a class discussion that integrates ideas about the sexual behaviors of adolescents. Invite parent groups and school personnel to attend the lecture/discussion.

DIRECTIONS: Review the terms associated with the AIDS virus by completing the following sentences. Supply the missing letters in the boxes for the most appropriate word(s) to complete each sentence.

1. A deadly form of pneumonia is called _____ _____.

2. The _____ is a test used by hospitals and clinics when examining donated blood.

3. _____ is an antibiotic that is beneficial in blocking the germ that causes Pneumocystis carinii.

4. A disease that is caused by a virus called human immunodeficiency is referred to as _____.

5. The _____ _____ test is used to confirm a positive Enzyme-Linked Immunosorbent Assay test.

6. A test for which the results and the patient's name are only available to a limited number of medical personnel is known as a _____ _____.

7. _____ is a protein in the body that can help block the reproduction of the AIDS virus in cells.

8. A skin cancer called _____ _____ produces purplish lesions on the skin.

9. When an _____ _____ is used, all information and testing results are identified by number.

DIRECTIONS: Write a poem, editorial, short story, or letter to a friend that describes how you feel about the AIDS epidemic.

DIRECTIONS: Complete the following multiple choice activity to describe a basic understanding of AIDS. Place the letter of the response that best completes the statement in the blank to the left of each item.

_____ 1. The AIDS virus is transmitted from one person to another
A. by shaking hands.
B. by using en toilet seats.
C. through transmission of blood.
D. by an insect bite.

_____ 2. AIDS is caused by a(n)
A. virus.
B. fungus.
C. infection.
D. bacterium.

_____ 3. The AIDS virus attacks the
A. digestive system.
B. cardiovascular system.
C. immune system.
D. nervous system.

_____ 4. A protein in the body that has the ability to help block the reproduction of the AIDS virus in cells is
A. albumin.
B. interferon.
C. globulins.
D. ferritin.

_____ 5. For information regarding AIDS, an individual can contact
A. Drug Abuse Hot Line.
B. National AIDS Information Clearinghouse.
C. local health department.
D. all of the above.

_____ 6. A test hospitals and clinics use to check blood for the HIV virus is called the
A. ELISA Test.
B. Western Blot Test.
C. IFA Test.
D. None of the above are correct.

_____ 7. Health officials suggest the following individuals should be tested for AIDS except
A. an individual who has a sexually transmitted disease.
B. an individual who has shared needles or syringes for injecting drugs.
C. a man who has had sex with another man.
D. an individual who has engaged in intercourse without using a condom.

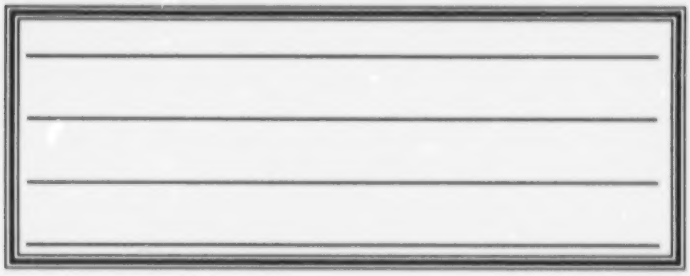
_____ 8. Advanced diseases related to AIDS include

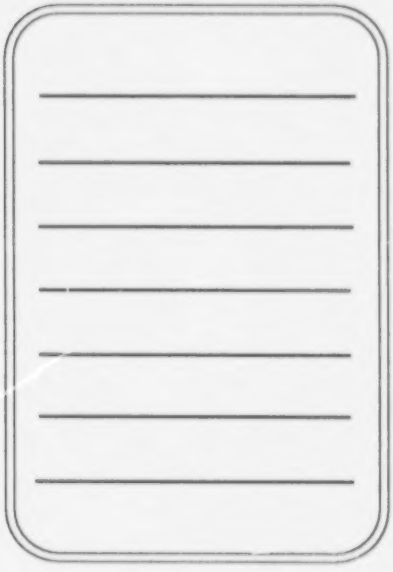
A. heart attacks.
B. kidney disease.
C. Alzheimer's disease.
D. Kaposi's sarcoma.

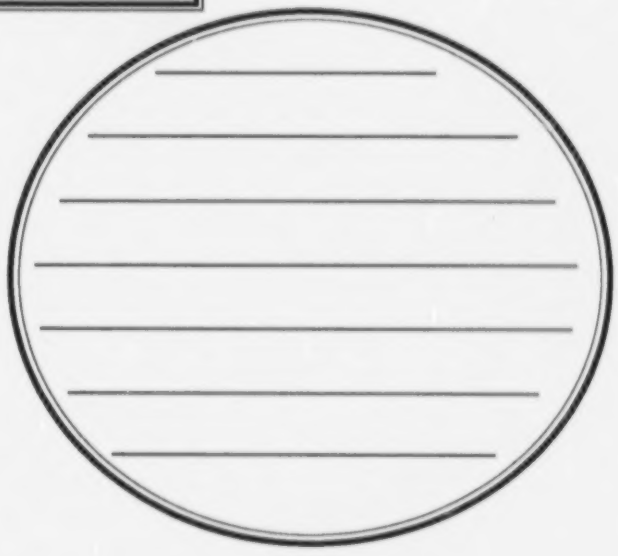
DIRECTIONS: Complete this activity by indicating whether each statement is true or false by placing a ✓ in the appropriate column. In the space provided, reword each false statement to make it a true statement.

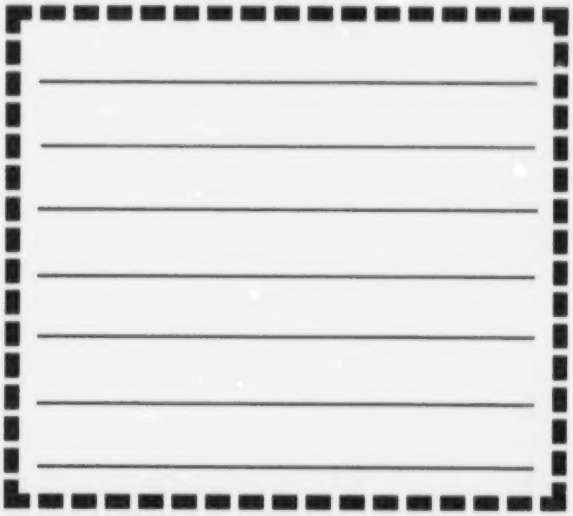
True	False	Statement
		1. A deadly form of pneumonia is called Pneumocystis carinii.
		2. There is a cure for AIDS.
		3. Each year more teens get AIDS.
		4. Procedures for carefully screening blood began in the early seventies.
		5. Risky behavior is behavior that increases the chances of contracting the AIDS virus.
		6. You can tell by looking at someone that he or she has the HIV/AIDS virus.
		7. Interferon and Bactrim are two antibiotics that have been beneficial in blocking the bacterial germ that causes Pneumocystis carinii.
		8. An individual usually knows within weeks that he or she has contracted the HIV virus.

DIRECTIONS: In the space provided, write five slogans that can be used to educate people about AIDS. Write two slogans appropriate for elementary children, one slogan for junior high students, one slogan for high school students, and one slogan appropriate for adults.









DIRECTIONS: Complete the rebus scramble by writing down each of the words illustrated. Then add or subtract the letters as indicated. Unscramble the remaining letters to identify a word or phrase related to AIDS education.

R + − FH +

− E + − E +

− T + − LIN

+ R = _____ _____

DIRECTIONS: **Part A**. Place a ✓ in the blank to the left of each item that expresses how you would want to be treated if you had AIDS. Place an ✗ in the blank to the left of each item that expresses how you would not want to be treated, but how many AIDS victims are treated.

_____ 1. I would be treated with respect.

_____ 2. My friends would continue to invite me to parties and want to be with me on the weekends.

_____ 3. I would be asked to quit my part-time job.

_____ 4. I would be asked to participate in special classes with a tutor or a special teacher.

_____ 5. I would be allowed to continue participating in recreational activities.

_____ 6. I would be allowed to continue working with my peers in small group activities.

_____ 7. I would be asked to eat lunch in a room away from the school cafeteria.

_____ 8. I would have friends.

_____ 9. People at school would tell me that they were glad I have AIDS and that I deserve it.

_____ 10. My brothers' and sisters' friends would stop coming to the house to see them because I have AIDS.

_____ 11. No one will let me hold a baby.

_____ 12. I would hold the hand of a special friend, and she or he would hold my hand.

_____ 13. I would be hugged.

Part B. You have identified how you would like to be treated if you had AIDS. Now, write a paragraph explaining why people are often not treated the way you think they should be treated.

Symptoms of AIDS

- rapid weight loss
- shortness of breath
- dry cough
- recurring fever
- night sweats
- swollen glands in the neck, underarm, or groin
- fatigue
- diarrhea that persists for more than two weeks

2B1

AIDS PREVENTION

To decrease the risk of contracting the virus, an individual should avoid risky behavior. **Risky behavior** includes the following:

- → sharing needles and syringes for intravenous drug use
- → having unprotected intercourse (not using a condom)
- → having intercourse with someone who currently has or has had several sexual partners
- → having vaginal, oral, or anal sex with an infected person, someone who uses intravenous drugs, or someone who engages in anal sex
- → having anal sex (protected or unprotected)

Important Terms

AIDS	Acquired Immune Deficiency Syndrome It is a disease caused by the HIV virus which can destroy the body's ability to fight off illness.
HIV	Human Immunodeficiency Virus It can destroy the body's ability to fight off illness. The virus may live in the human body for many years before any of the symptoms appear.
Risky Behavior	Behavior that increases the chances of contracting the AIDS virus.
Confidential Test	The test results and the patient's name are available only to a limited number of medical personnel.
Anonymous Test	Identifies the patient and his or her blood with a number. No name is involved and all information and testing results are identified by the assigned number.
ELISA	Enzyme-Linked Immunosorbent Assay This is a test used by hospitals and clinics to examine donated blood.
Western Blot and IFA tests	Tests used to confirm a positive ELISA test.

Drugs and Diseases Associated with AIDS

Kaposi's Sarcoma

This is a skin cancer that produces purplish lesions on the skin. It is one of the common diseases that kills patients infected with AIDS.

Pneumocystis Carinii

This is a deadly form of pneumonia.

AZT

This is a drug originally developed as a cancer drug that has been used to slow the reproduction of the virus and prolong the lives of some AIDS patients.

ddI

This is a drug that is used with or as an alternative to AZT. It has fewer side effects than AZT but can damage the pancreas and irritate the nerve cells.

Interferon

This is a protein in the body that has the ability to help block the reproduction of the AIDS virus in cells.

Aerosolized Pentamidine

This is an antibiotic that has been beneficial in blocking the bacterial germ that causes pneumocystis carinii.

Bactrim

An antibiotic that has been beneficial in blocking the bacterial germ that causes pneumocystis carinii.

BEST COPY AVAILABLE

HIV/AIDS Testing

The only way to tell if someone has been infected with the HIV virus is through testing. Public health officials recommend that an individual be counseled and tested for the virus if any of the following apply:

- the individual has had any sexually transmitted disease
- the individual is a man and has had sex with another man
- the individual has shared needles or syringes for injecting drugs
- the individual has had sex with a prostitute (male or female)
- the individual has had sex with anyone who has done any of the above
- the individual is a woman who has engaged in risky behavior and plans to have a baby or is not on birth control
- the individual is someone diagnosed with tuberculosis
- the individual received a blood transfusion between 1978 and 1985

AIDS Case Studies

Case Study A

Tom is a senior in high school and has had several intimate relationships. Some of the relationships have been with women much older than Tom. Tom has decided to date only one person because he has found that special person.

Tom's school has invited several speakers to talk with the students about AIDS. Of course Tom knew that AIDS would never affect him. One day Tom's Individual and Family Life teacher spoke to the class about how the AIDS virus has infiltrated the heterosexual middle class. She stressed that if teenagers were involved in risky behavior they should be tested for the HIV/AIDS virus.

Tom thought about his previous behaviors and decided to get a blood test. Tom tested positive for the HIV virus. Upset and confused, Tom does not know what to do. Most of all he is afraid to tell the people he has dated that he has the HIV virus. What should Tom do?

Case Study B

Angela graduated from high school last spring. She has been dating Michael for two years and they have made plans to be married. Michael is seven years older and is divorced. Angela has always communicated openly with her parents about issues related to sex. Angela has very strong values and does not believe in sexual activity until after marriage. Angela and Michael made a decision to wait until after they were married to have a sexual relationship.

Angela's parents trust her and know she makes sensible and wise decisions. They have, however, collected a number of pamphlets and brochures about AIDS. For Angela's safety, they feel she should encourage Michael to be tested for the HIV virus before they are married. After all, Michael is seven years older than Angel, he is divorced, and has had several intimate relationships.

Angela is afraid to talk with Michael about being tested. She loves him and is confident that he was never exposed to the HIV virus. What should Angela do?

2B1

Notes

1. Pneumocystis carinii
2. ELISA
3. Bactrim
4. AIDS
5. Western Blot
6. confidential test
7. interferon
8. Kaposi's sarcoma
9. anonymous test

2B2

Answers will vary according to students' feelings. Evaluate on content, clarity, and writing style.

2B3-2B4

1. C
2. A
3. C
4. B
5. D
6. A
7. D
8. D

2B5

1. True
2. False
   There is no cure for AIDS at this time.
3. True
4. False
   Procedures for carefully screening blood began in the early eighties.
5. True
6. False
   A blood test is the only way to determine if a person has the AIDS virus.
7. False
   Bactrim and Aerosolized Pentamidine are beneficial in blocking Pneumocystis carinii.
8. False
   The virus may live in the human body for many years before any symptoms occur.

2B6

Slogans for this activity will vary. Evaluate according to appropriateness, usefulness, and factual information.

Notes

2B7 _____

risky behavior

2B8 _____

Part A: Answers will vary according to students' feelings.
Part B: Paragraphs will vary according to students' feelings and perceptions. Evaluate paragraphs on content, clarity, and writing style.

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UNIT 3

Module E

Misdemeanors and Felonies

Notes

Take time to read between the lines.

Governing laws and rules were originally based on superstition and witchcraft. Most present laws were passed by national and state legislatures to ensure the safety of all people, provide legal advise, and protect society from wrongdoers. Laws are both restrictive and protective. It is the responsibility of every citizen and individual living in the United States to be familiar with city, state, and federal laws. Ignorance of the law is not an excuse for disobeying the law. Being aware of and understanding laws is an essential life skill. With growing pressures on today's youth, it is more important than ever for them to be aware of their legal limits. As a teacher you are an important part of your students' lives. You are in a position to both inform your students and assist them in locating the necessary information to allow them to be effective citizens.

THE LAW

There are four types of laws in the United States: civil, constitutional, contract, and criminal. ***Civil law*** deals with disputes between two or more individuals. ***Constitutional law*** deals with the rights of individuals as guaranteed by the United States Constitution and the Bill of Rights. ***Contract law*** deals with contracts or agreements between two or more parties. ***Criminal law*** deals with crimes.

Crimes in the United States are of two types: misdemeanors and felonies. Misdemeanors are crimes that result in a fine, probation, or a jail term of less than one year or a combination of the three. A felony is a crime for which a person can receive a jail sentence of one or more years.

Notes

It is important to remember that even small crimes can have large consequences. Having a criminal record can prevent an individual from getting certain types of jobs. The positions of lawyers, physicians, and government workers require investigation of an individual's criminal record. Fighting at school can result in suspension, but fighting outside of school can result in an arrest and a charge of disorderly conduct. Crashing a party can result in an arrest and a charge of trespassing. Going to a shopping mall to visit friends and "hang out" for hours can be perceived as loitering. Loitering is a misdemeanor. Shoplifting also is a crime that will remain on an individual's criminal record for the rest of his or her life. It is usually a class C misdemeanor unless the property stolen is worth more than $200, then it becomes a felony.

The Miranda Warning

Individuals who are arrested have certain rights guaranteed by the United States Constitution. The ***Miranda Warning*** informs individuals of some of these rights and must be read to the individual when he or she is arrested. The Miranda Warning is as follows:

"You have the right to remain silent. If you talk to any police officer, anything you say can and will be used against you in court. You have the right to counsel with a lawyer before you are questioned. If you cannot afford a lawyer, one will be appointed for you, if you wish, before any questioning. If you wish to answer questions, you have the right to stop at any time. You may stop answering questions at any time if you wish to talk to a lawyer and may have him with you during any future questioning. Do you understand?"

If an individual is accused of a crime, it is important for him or her to hire an attorney. It is a difficult task for an individual to represent himself or herself and is not encouraged. If the individual cannot afford an attorney, the courts will appoint one. A court appointed attorney is called a ***public defender***.

The Fourth Amendment

The Fourth Amendment to the Constitution protects individuals against unreasonable search and seizure by police. Police can legally search a building or car if they have a search warrant or if they have probable cause to believe that the evidence they suspect will be destroyed before they are able to obtain a search warrant. Restrictions on searching cars are more lenient that those for searching buildings. A car can be stopped if police have reason to believe a crime has been or is being committed.

Texas Court System

State court systems deal with legal problems that occur within the state.

State court systems deal with legal problems that occur within the state. The Texas Court System is similar to the federal court system. Like the federal system, the state system has three levels. Level one includes the Justice of the Peace Courts, Municipal Courts, and Trial Courts. Municipal

Courts hear criminal, juvenile, marriage and divorce, small claims, and traffic cases. Level two is made up of the Appellate Courts. Level three is the state Supreme Court.

Notes

MISDEMEANORS

Classifications of misdemeanors and felonies for the state of Texas as well as their punishments can be found in the ***Texas Penal Code***. The judicial structure designates each offense as either a felony or a misdemeanor. There are four categories of felonies and three categories of misdemeanors. The maximum authorized punishments are listed in the code to give direction to the court and counsel for sentencing the guilty party.

Classifications of misdemeanors and felonies for the state of Texas as well as their punishments can be found in the *Texas Penal Code*.

A ***misdemeanor*** is an offense that is designated as such by law and is punishable by a fine, confinement in ***jail*** (city or county), or both. Examples of misdemeanors include disturbing the peace, fighting in public, unlawful assembly, rioting, traffic offenses, violation of city ordinances, and prostitution. Misdemeanors are classified according to the relative seriousness of the offense. The maximum jail sentence for a misdemeanor is one year. If the offense merits more than one year of confinement, the offense is classified as a felony.

The three categories of misdemeanors are class A, class B, and class C.

Class A misdemeanors are punishable by the following:

- a fine that does not exceed $2,000
- confinement in jail for no longer than one year
- both a fine and confinement in jail

Class B misdemeanors are punishable by the following:

- a fine that does not exceed $1,000
- confinement in jail for no longer than 180 days
- both a fine and confinement in jail

Class C misdemeanors are punishable by the following:

- a fine that does not exceed $200

Class C misdemeanors are handled by justice of the peace and municipal courts. These courts have no jurisdiction to imprison a guilty person; therefore, a class C misdemeanor cannot be punished by confinement in jail. Minor traffic violations and enforcement of city ordinances are most often class C misdemeanors.

Crimes and Punishments

Abuse of a corpse is a class A misdemeanor.

Bail jumping is typically a class A misdemeanor. ***Bail*** refers to the money put down to release an accused person from jail after being arrested. The

Notes

money put down is a guarantee that the accused person will appear in court. Failure to appear is called ***bail jumping***. If an individual is charged with a felony and jumps bail, the charge is upgraded to a third-degree felony.

Sending ***chain letters*** is a class B misdemeanor.

Concealing or harboring someone from being arrested is a class A misdemeanor.

Disorderly conduct is an offense punished as a class C misdemeanor unless a firearm or deadly weapon is involved. If a firearm or deadly weapon is involved, it becomes a class B misdemeanor. ***Disorderly conduct*** refers to a situation in which a person commits in public an offense such as the following:

- uses abusive, indecent, profane, or vulgar language in a public place
- uses an offensive gesture or display
- makes unreasonable noises in a public place or in or near a residence that he or she has no right to occupy (also known as disturbing the peace)
- fights with another person
- discharges a fire arm
- looks into the property of another for an unlawful purpose ("Peeping Tom") or enters the property for such
- exposes genitals or anus in a public place
- creates an obnoxious odor by chemical means
- abuses or threatens a person in a public place

Driving While Intoxicated (DWI) is defined as being intoxicated while driving a motor vehicle in a public place. Intoxicated is being drunk from alcohol or intoxicated from drugs. A person is legally drunk if he or she has a blood alcohol level of .10 or greater. An individual is considered intoxicated from drugs if the presence of a controlled substance is found in the body, impairing ability to drive. The first offense is a class B misdemeanor punishable by confinement in jail for seventy-two hours to two years with a fine of not less than $200. The second offence also is a class B misdemeanor, but the punishment increases to fifteen days to two years confinement in jail and a fine of not less than $300 and not greater than $2,000. The third offense is a third-degree felony. If an open container is found at the time of the offense, three days are added to the jail term and the fine is increased by $100. If an accident with serious bodily injury occurs, the minimum confinement is increased to sixty days and the minimum fine is increased to $500.

Evading arrest is a class B misdemeanor.

False alarm or misuse of an alarm, such as a fire alarm, is a class A misdemeanor.

Gambling, playing games of chance for money, is a class C misdemeanor.

Notes

It is illegal for anyone under the age of twenty-one to drink or to be in possession of alcoholic beverages. A ***Minor in Possession*** is a class C misdemeanor. If the offender is under the age of seventeen, his or her parents or guardian will be contacted and the case will be handled through the juvenile court system. If the offender is between the ages of seventeen and twenty-one, he or she is considered an adult and no parents are called. However, the law still applies, and the offense is a class C misdemeanor.

Pimping is a class A misdemeanor. A pimp is a person acting as an agent for prostitutes, living off the prostitutes' earnings.

Public intoxication is a class C misdemeanor.

Perjury is a class A misdemeanor when a person gives a false statement under oath. Giving a false report to a police officer is a class B misdemeanor.

Prostitution is the selling of oneself for sex. It is a class C misdemeanor. The second offense is a class B misdemeanor.

Silent or abusive calls to a ***911 service*** is a class B misdemeanor in most cases. If a person knowingly calls 911 when there is no emergency and remains silent or makes abusive or harassing statements, it is an offense. If a person allows another to use his or her phone knowing what the intent is, it is also a class B misdemeanor. If the person has been convicted of this offense before, it is upgraded to a class A misdemeanor.

Tampering with government records, such as having a false driver's license, is a class A misdemeanor. If the crime is committed to defraud or harm another individual, it becomes a third-degree felony.

Traffic tickets are generally class C misdemeanors. If a person does not pay a traffic ticket on time, it is a class A misdemeanor.

FELONIES

A ***felony*** is an offense that is so designated by law and is punishable by death or confinement in a penitentiary. The penitentiary in Texas is referred to as the ***Texas Department of Criminal Justice***. Examples of felonies include murder, rape, arson, and kidnapping. Felonies also are classified according to the relative seriousness of the offense. The maximum sentence for jail confinement in a penitentiary is for life.

Felonies are classified into four categories based on the seriousness of the offense. The four categories of felonies are capital felonies and felonies of the first degree, second degree, and the third degree. An offense designated as a felony with no degree specified is categorized as a felony of the third degree. Examples of felonies include manslaughter, murder, rape, arson, incest, and perjury. The minimum jail term for a felony is one year with the

Notes

maximum being life imprisonment or death. Fines are available for first, second, and third-degree felonies. Fines are set at $10,000 for first and second-degree felonies and at $5,000 for third-degree felonies. The fine is available to give additional punishment only and cannot be imposed as an alternative to confinement in the Texas Department of Criminal Justice.

A **capital felony** is punishable by the following:

- confinement in the Texas Department of Criminal Justice for life or death by lethal injection

Prospective jurors must be informed of the mandatory punishment for the conviction of a capital felony. If a prospective juror has difficulty with the mandatory sentence and feels that it will affect his or her deliberations on any issue or fact in the case, the prospective juror will be disqualified from serving on the jury.

At the time of this writing, the only capital felony is capital murder even though there is a strong movement toward making some drug offenses capital crimes. If new capital felonies are to be added to the penal code, it will have to be amended.

A **first-degree felony** is punishable by the following:

- a fine not to exceed $10,000 in addition to confinement in the Texas Department of Criminal Justice for life or for a term of not more than ninety-nine years but not less than five years

A **second-degree felony** is punishable by the following:

- confinement in the Texas Department of Criminal Justice for not more than twenty years but not less than two years.
- a fine not to exceed $10,000 and confinement in the penitentiary

A **third-degree felony** is punishable by the following:

- confinement in the Texas Department of Criminal Justice for not more than ten years but not less than two years or confinement in a community correctional facility for any term of not more than one year
- a fine not to exceed $5,000 and confinement in the penitentiary

In some cases, the *Texas Penal Code* allows a third-degree felony to be reduced to a class A misdemeanor.

In first, second, and third-degree felonies, a fine may be imposed as punishment, but it is imposed in addition to, not as an alternative for, confinement in the Texas Department of Criminal Justice.

Crimes and Punishments

Aggravated perjury is when a person gives a false statement in an official proceeding (court room). Aggravated perjury is a third-degree felony.

A person who ***aides and abets someone in a crime*** will generally be sentenced to the penalty one step below that of the actual crime. For instance, if person A burglarizes person B's house, and person C hides person A, then person C is an accessory. Person A will be charged with a first-degree felony and person C will be charged with a second-degree felony.

Arson is a second-degree felony unless bodily injury is committed during the arson, at which time it becomes a first-degree felony.

Bigamy (being married to more than one person at a time) is a third-degree felony.

Bribery is the giving or taking of money or other items of value that induce a person to do something illegal. It is a third-degree felony. If the offense involves the bribing of a public official, the crime is considered a second-degree felony.

Burglary is the breaking into a building to commit theft. It is a second-degree felony. It is a first-degree felony when the premises is a home, any party to the offense is armed with a deadly weapon, or there is any attempt to harm anyone while attempting to enter the premises.

Cocaine possession, delivery, and dealing are all felonies. The degree of felony may be different depending on the amount of cocaine in the possession of the accused.

The third offense of Driving While Intoxicated (DWI) is a third-degree felony. If an open container is found at the time of the offense, three days are added to the jail term and the fine is increased by $100. If an accident with serious bodily injury occurs, the minimum confinement is increased to sixty days and the minimum fine is increased to $500.

Incest, intercourse between persons closely related, is a third-degree felony.

Kidnapping is taking a person against his or her will. It is a third-degree felony. If the individual is released unharmed, it is a third-degree felony. If the individual is terrorized or brutalized, it becomes a first-degree felony. If the individual is killed, it is a felony murder and becomes capitol crime.

Manslaughter is a third-degree felony. Manslaughter is the killing of a person without malice.

Marijuana manufacturing or delivery is a felony. The amount of the controlled substance determines the degree of felony.

Mayhem means to injure a person as to cause loss of a body part or function. It is a third-degree felony.

Notes

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Murder is a felony. The degree of felony depends on the circumstances under which the murder occurs. ***Murder*** is malicious or premeditated killing of a person or killing while committing another felony. If a person murders someone while committing a felony crime, the felony murder rule applies which makes all of the following capital crimes punishable by life in prison or death: arson, burglary, escape from custody, kidnapping, mayhem, rape, and robbery.

Rape is having forcible intercourse with someone without their consent. It is a second-degree felony.

Robbery is using violence or intimidation to take property from a person in his or her possession or presence. It is a second-degree felony.

Habitual Offenders

A habitual felony offender is a person who has been convicted of two previous felony offenses.

Under Texas law, there are additional penalties for repeat and habitual felony offenders. If an individual is convicted of a third-degree felony and he or she has been convicted of any felony once before, the conviction of the third-degree felony will be punished as a second-degree felony. If an individual is convicted of a second-degree felony and he or she has been convicted of any felony once before, the conviction of the second-degree felony will be punished as a first-degree felony. If an individual is convicted of a first-degree felony and he or she has been convicted of any felony once before, the conviction of the first-degree felony will be punished by confinement in the Texas Department of Criminal Justice for life or for a term of not more than ninety-nine years but not less than fifteen years.

A habitual felony offender is a person who has been convicted of two previous felony offenses. If a person is convicted of a third felony, then the punishment will be life confinement in the Texas Department of Criminal Justice. Some offenses permit enhancement (upgrading) of a misdemeanor to a felony if a person has a previous conviction under the same section (for example, burglary). This sentencing authority allows the courts greater ability to tailor the punishment of the habitual offender based on his or her pattern of conduct.

JUVENILE JUSTICE LAW

A ***juvenile*** is defined as a person who is age ten to under age seventeen or age seventeen and has allegedly committed a crime before turning seventeen. Cases involving persons in this category are referred to juvenile court. When a juvenile is detained, the whereabouts of the juvenile and a statement of the reason he or she has been taken into custody must be explained to a parent or guardian. The juvenile may or may not be released to the custody of the parent or guardian from the time he or she is taken into custody. The juvenile can be held or detained until a hearing if any of the following apply:

- he or she is likely to leave or be taken from the jurisdiction of the court before the hearing
- the court feels that suitable supervision, care, or protection will not be provided by a parent, guardian, or other individual
- she or he does not have a parent, guardian, or other individual to return him or her to the court for the hearing as required
- he or she has committed a felony
- she or he has previously been convicted of a felony or other crime that was punishable by a jail or prison term

Notes

The juvenile court can transfer a juvenile to a district or criminal court to be tried as an adult if any of the following occur:

- the individual has allegedly committed a felony or attempted a felony
- the individual is fifteen or older when the crime allegedly occurred
- if the juvenile court determines that the seriousness of the crime or the background of the child requires criminal proceedings

An individual aged ten to seventeen can be tried and sentenced as a juvenile, sent to the Texas Youth Commission to serve out time as required by punishment until he or she is eighteen, and then transferred by a judge to an adult prison for the remainder of the sentence.

The current laws based on the *Texas Family Code* are somewhat flexible to allow for the individuality of the persons involved and the crime allegedly committed. The actions taken by the juvenile courts are based on the following:

- whether the offense was against a person, which is worse, or property
- whether or not the offense was committed in an aggressive, premeditated manner
- the sophistication and maturity of the individual
- the record and previous history of the individual

FEDERAL LAW

Federal law is based on the Constitution of the United States and on laws passed by Congress. All federal crimes are felonies. A federal court system was established throughout the country to handle federal crimes. They are tried in federal courts rather than in state courts. Likewise, federal criminals may be confined in federal prisons. Crimes under federal jurisdiction include the following:

Federal law is based on the Constitution of the United States and on laws passed by Congress. All federal crimes are felonies.

- counterfeiting
- filing false income tax returns
- treason
- assaulting a postman
- violating Security Exchange Commission (SEC) regulations (insider stock trading)
- immigration violations
- kidnapping

Notes

- bank robbery
- transporting an individual across state lines for purposes of an immoral act
- carrying a weapon in an airport or federal building

There are three levels of the federal court system. The first level is the trial court or district court. If people are not satisfied with the outcome or results of a trial at this level, they can appeal their case to the second or middle level called the appellate courts. The third level or highest level court is the Supreme Court. The Supreme Court is where final appeals can be made.

The Supreme Court has jurisdiction over the following areas or questions:

- interpretation of the constitution (constitutionality)
- interstate commerce
- disputes between states
- conflicts that arise between state and federal jurisdiction

GRADES 7 & 8

Notes

- Display transparency 3E1, Words to Know. Lead a class discussion to assist students in defining terms related to misdemeanors and felonies. Instruct students to record the terms. QUESTIONS: What is a misdemeanor? What is a felony?

- Arrange to take a field trip to visit a county or city jail. Have an offender speak to the class about what it is like to spend time in a jail. Following the field trip, instruct students to write thank you letters to the individuals at the jail who were responsible for arranging the trip. Ask students to include in their letters the component of the trip that impressed them most.

- Ask students to review specific offenses and penalties by participating in a fish bowl review. Have students record unfamiliar offenses and penalties for future reference.

GRADES 9 & 10

- Write the words *misdemeanor* and *felony* on the chalkboard. Instruct each student to record five words that describe his or her feelings about the words *misdemeanor* and *felony*. Ask a few students to share their lists with the class. Integrate the students' lists into a class discussion that specifically defines misdemeanors and felonies. QUESTION: What is the difference between a misdemeanor and a felony?

- Instruct students to read from several references to define the following terms related to misdemeanors and felonies: *capital felony, civil law, constitutional law, contract law, criminal law, Miranda Warning, public defender, and Texas Penal Code*. Ask students to record the definitions and to be prepared to discuss them with the class. QUESTIONS: What is a misdemeanor? What is a felony? What is the purpose of the *Texas Penal Code*?

- Divide the class into small groups. Have each group prepare flash cards to help in reviewing terms related to misdemeanors and felonies. Instruct students to practice until all group members know the terms.

- Show students a copy of the *Texas Penal Code*. Lead a class discussion about the various offenses and the punishments. QUESTIONS: Are the punishments appropriate for the offense? Who determines the punishment? When can a punishment or sentence be altered by the courts?

- Display a copy of the United States Constitution and the Bill of Rights. Ask student volunteers to read out loud the Constitution and the Bill of

Notes

Rights. Lead students in a discussion that enables them to interpret the Constitution and the Bill of Rights and its relationship to them. QUESTIONS: Why is it important for American citizens to know and understand the United States Constitution? the Bill of Rights?

GRADES 11 & 12

- Write the words *misdemeanor* and *felony* on the chalkboard. Instruct each student to write a paragraph that describes his or her feelings about each term. Ask a few students to share their paragraphs with the class. Integrate the students' ideas into a class discussion about misdemeanors and felonies.

- Display transparency 3E2, Misdemeanors. Divide the class into three groups. Have each group identify the offenses for each class of misdemeanors. Ask each group to prepare a visual and a written summary of its category. Have an elected group leader share summaries with the class. QUESTIONS: What is a misdemeanor? How many misdemeanors can an individual accumulate? Will a misdemeanor affect any opportunities for finding and securing a job?

- Divide the class into groups to research various aspects of life in the Texas Youth Commission. Have students use the library or community resource personnel to gain information. Assign groups specific topics such as rules, living space, recreational activities available, visitation rules, food, and jobs available. After each group has completed its research, have elected group leaders share findings with the class. After all groups have finished, lead a class discussion about life in jail as a juvenile.

ANY GRADE

- Show students an audiovisual program that addresses the judicial system in the United States. Instruct each student to write a paper that includes his or her reactions to the program. QUESTIONS: What makes the judicial system in the United States unique? Do American citizens have an influence on the judicial system? How?

- Invite a resource person from the district attorney's office to speak to the class about felony convictions. Have the speaker identify the four main categories of felonies. Guide students in preparing written questions prior to the speaker's presentation. Following the speaker's presentation, display transparency 3E3, Felonies, to summarize the specific categories. QUESTIONS: What is a felony? How do the courts determine sentencing for a felony? How does a felony conviction interfere with the individual's personal and family life?

- Divide the class into groups. Assign each group a scenario from transparency 3E6, Case Studies, that describes an individual who might be involved in a misdemeanor or felony. Have students brainstorm to determine ways to help the individuals with each dilemma. Instruct students to determine if the incident would be a misdemeanor or a felony.

- Display transparency 3E4, Federal Crimes. Lead a class discussion about current federal crimes. Provide for students newspapers from several cities. Instruct students to read the papers and to select one article that relates to a federal crime. Have each student share his or her article with the class.

- Display transparency 3E7, Offenses and Punishments. Divide the class into small groups. Assign each group two or three offenses. Have students research the offenses and the punishments for the offenses. Transparencies 3E2 and 3E4 also may be used. Have an elected group leader share the findings with the class. Following each group's summaries, lead a brief class discussion to determine students' thoughts about crimes and punishments. QUESTIONS: Do you think the punishments fit the crimes? Why? What punishments would be more appropriate? Why? Why do you think certain punishments have been established for specific crimes?

- Have a police officer or other resource person speak to the class about juvenile law. Before the speaker's presentation, have students write questions anonymously. Have the speaker answer those questions that are appropriate and thoughtful.

- Arrange to have a panel discussion made up of individuals who have been in juvenile jail. Have students write questions for the panel in advance.

Notes

DIRECTIONS: Review terms related to misdemeanors and felonies by selecting the most appropriate word(s) from the list that best complete(s) the sentence. Fill in the blank(s) to complete each sentence.

aggravated perjury	mayhem
bail	Miranda Warning
bail jumping	misdemeanor
bigamy	perjury
capital felony	public defender
concealing	Supreme Court
felony	Texas Penal Code

1. A _____ _____ is punishable by confinement in the Texas Department of Criminal Justice for life or death by lethal injection.

2. Examples of _____ include disturbing the peace, fighting in public, rioting, violating city ordinances, and pimping.

3. Being married to more than one person at a time is _____ .

4. _____ _____ is giving a false statement in an official proceeding.

5. Classifications of misdemeanors and felonies and punishments can be found in the _____ _____ _____ .

6. The _____ _____ is where final appeals can be made on federal crimes.

7. _____ is a third-degree felony that means to dismember or disable another individual.

8. _____ refers to the money put down to release an accused individual from jail after being arrested. If an individual fails to appear in court it is called _____ _____ .

9. A _____ is an offense that is so designated by law and is punished by death or confinement in a penitentiary.

10. A court appointed attorney is called a _____ _____ .

11. The _____ _____ informs individuals of some of their guaranteed rights as stated by the United States Constitution.

12. _____ is a class A misdemeanor that involves hiding someone from being arrested.

DIRECTIONS: Complete this activity by indicating whether each statement is true or false by placing a ✓ in the appropriate column. In the space provided, reword each false statement to make it a true statement.

True	False	Statement
		1. Misdemeanors and felonies have similar punishments.
		2. It is possible for all trial cases to be heard by the Supreme Court.
		3. Federal crimes are felonies.
		4. When a person damages a neighbor's property, it is handled as contract law.
		5. The fine for a class C misdemeanor does not exceed $1,000.
		6. A minor traffic violation is an example of a class C misdemeanor.
		7. A habitual felony offender is a person who has been convicted of two previous felony offenses.
		8. A public defender is an attorney appointed by the court.

DIRECTIONS: Review infomration related to misdemeanors and felonies by completing this activity. Use complete sentences.

1. Identify and explain the two types of crimes in the United States.

2. Explain the Fourth Amendment.

3. What is the difference between a first-degree felony and a capital felony?

4. What is the Miranda Warning?

5. Explain the statement, "All federal crimes are felonies."

6. Explain the four types of laws in the United States.

DIRECTIONS: Review crimes and punishments by completing this activity. Use the picture clues to determine the crime illustrated. Crimes are listed below; however, not all words in the list will be used. Write the name of the crime in blank **a**. Then, choose the appropriate classification of punishment from the list of misdemeanors and felonies and write it in blank **b**.

Crimes

abuse of 911
arson
bail jumping
bigamy
bribery
burglary
sending chain letters
disorderly conduct
evading arrest
gambling
kidnapping
mayhem
murder
perjury
robbery
tampering with government documents
traffic violation

Punishments

Felonies

- First-degree
  - a fine not to exceed $10,000 and confinement in the Texas Department of Criminal Justice for life or for a term of not more than ninety-nine years and not less than two years
- Second-degree
  - confinement in the Texas Department of Criminal Justice for not more than twenty years but not less than two years
  - a fine not to exceed $10,000 and confinement in the penitentiary
- Third-degree
  - confinement in the Texas Department of Criminal Justice for not more than ten years but not less than two years or confinement in a community correctional facility for any term of not more than one year
  - a fine not to exceed $5,000 and confinement in the penitentiary

Misdemeanors

- Class A
  - a fine that does not exceed $2,000
  - confinement in jail for no longer than one year
  - both a fine and confinement in jail
- Class B
  - a fine that does not exceed $1,000
  - confinement in jail for no longer than 180 days
  - both a fine and confinement in jail
- Class C
  - a fine that does not exceed $200

1

a. _____

b. _____

2

a. _____

b. _____

3

a. _____

b. _____

4

a. _____

b. _____

3E5

5

a. _____

b. _____

6

a. _____

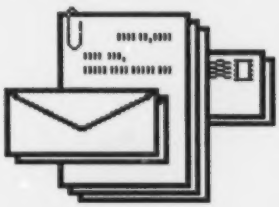
b. _____

7

a. _____

b. _____

8



a. _____

b. _____

9

a. _____

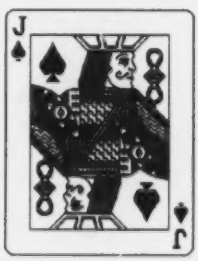
b. _____

10

a. _____

b. _____

11



a. _____

b. _____

12

a. _____

b. _____

3E6

Words to Know

Capital Felony	This is an offense punishable by confinement in the Texas Department of Criminal Justice for life or death by lethal injection.
Civil Law	This part of the law deals with disputes between two or more individuals.
Constitutional Law	This part of the law deals with rights of the individual as guaranteed by the United States Constitution and the Bill of Rights.
Contract Law	This part of the law deals with contracts or agreements between two or more parties.
Criminal Law	This part of the law deals with crimes.
Felony	This is an offense that is designated by law and is punishable by death or confinement in a penitentiary.
Miranda Warning	Information given to individuals about some of their rights as guaranteed by the United States Constitution.
Misdemeanor	This is an offense that is designated by law and is punishable by a fine, confinement in jail, or both.
Public Defender	This is an attorney appointed by the court.
Texas Penal Code	This document classifies misdemeanors and felonies and identifies punishments for the state of Texas.

Misdemeanors

Misdemeanors are punishable by the following:

Class A Misdemeanors
- A fine that does not exceed $2,000
- Confinement in jail for no longer than one year
- Both a fine and confinement in jail

Class B Misdemeanors
- A fine that does not exceed $1,000
- Confinement in jail for no longer than 180 days
- Both a fine and confinement in jail

Class C Misdemeanors
- A fine that does not exceed $200
(such as for minor traffic violations and enforcement of city ordinances)

Felonies

Felonies are punishable by the following:

First-degree Felony

- A fine not to exceed $10,000 and confinement in the Texas Department of Criminal Justice for life or for a term of not more than ninety-nine years but not less than five years

Second-degree Felony

- Confinement in the Texas Department of Criminal Justice for not more than twenty years but not less than two years
- A fine not to exceed $10,000 and confinement in the penitentiary

Third-degree Felony

- Confinement in the Texas Department of Criminal Justice for not more than ten years but not less than two years or confinement in a community correctional facility for any term of not more than one year
- A fine not to exceed $5,000 and confinement in the penitentiary

3E3

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Federal Crimes

All federal crimes are felonies. Federal crimes include the following:

- Counterfeiting
- Filing false income tax returns
- Treason
- Assaulting a postal worker
- Violating the Security Exchange Commission
- Immigration violations
- Kidnapping
- Bank robbery
- Transporting an individual across state lines for purposes of an immoral act
- Carrying a weapon in an airport or federal building

Levels of the Texas Court System

Supreme Court 3

- rules on cases involving individuals not satisfied with the outcome of the trials at levels 1 and 2

Appellate Courts 2

- rehears cases involving individuals not satisfied with the outcome of the trial at level 1

Trial or District Courts 1

Justice of the Peace Courts
Municipal Courts
- criminal
- juvenile
- marriage and divorce
- small claims
- traffic

Trial Courts

3E5

Case Studies

Case Study 1

My brother told me that he wanted to rob a store just for kicks. I told him he was crazy. He responded by telling me that if I mentioned this to our parents he would beat me up or maybe even kill me. What should I do? He scares me, and I am afraid that he will really rob a store.

Case Study 2

I had a party at my house, and it got out of hand. Some uninvited guests crashed the party and brought alcoholic beverages. I was afraid to tell them to leave because of what they might do. Everybody started drinking the alcohol, and then a fight broke out. A friend of mine had to go to the hospital with a broken jaw. His parents are suing my parents. Can they do that? How could I have prevented this party from getting out of hand?

Case Study 3

My friends and I like to go to the mall on Saturday nights. There isn't always a lot to do in our town so we go to the mall and hang out. Last week a mall security officer told us to leave. He said we were loitering. He said if we did not make a purchase we were not allowed to be in the mall. He said we would be arrested if we did not leave immediately. I noticed that older people were allowed to walk through the mall without making a purchase. Can teenagers really be thrown out of the mall? Can teenagers be arrested? Isn't this reverse discrimination?

Offenses and Punishments

Offense	Punishment					
	Misdemeanors			Felonies		
	Class C	Class B	Class A	3d Degree	2d Degree	1st Degree
Abuse of 911 service*		✓	✓			
Abuse of a Corpse			✓			
Arson*					✓	✓
Bail Jumping*			✓	✓		
Bigamy				✓		
Bribery*				✓	✓	
Burglary*					✓	✓
Cocaine*				✓	✓	✓
Disorderly Conduct*	✓	✓				
Driving While Intoxicated*		✓		✓		
Evading Arrest		✓				
False Alarm			✓			
Gambling	✓					
Incest				✓		
Kidnapping*				✓		✓
Marijuana*				✓	✓	✓
Manslaughter				✓		
Mayhem				✓		
Murder—If murder occurs while a felony is being committed, it is a capital crime which constitutes life in prison or death.*				✓	✓	✓
Pimping			✓			
Public Intoxication	✓					
Perjury			✓			
Prostitution*	✓	✓				
Rape					✓	
Robbery					✓	
Sending Chain Letters		✓				
Tampering with Government Records*			✓	✓		
Traffic Ticket	✓					

* The classification may depend on details of the offense.

3E7

3E1

Notes

1. capital felony
2. misdemeanors
3. bigamy
4. aggravated perjury
5. Texas Penal Code
6. Supreme Court
7. mayhem
8. bail; bail jumping
9. felony
10. public defender
11. Miranda Warning
12. concealing

3E2

1. False
   Misdemeanors and felonies have different punishments.
2. True
3. True
4. False
   When a person damages a neighbor's property, it is handled as civil law.
5. False
   The fine for a class C misdemeanor does not exceed $200.
6. True
7. True
8. True

3E3-3E4

1. Misdemeanors are crimes that result in a fine, probation, or a jail term of less than one year or a combination of the three. Examples include disorderly conduct, disturbing the peace, bail jumping, and evading arrest. Felonies are crimes punishable by a jail sentence of one or more years. Examples include murder, rape, arson, and kidnapping.
2. The fourth amendment to the Constitution protects individuals against unreasonable search and seizure by police. Police can legally search a building or car if they have a search warrant or if they have probable cause to believe that the evidence they suspect will be destroyed before they are able to obtain a search warrant. A car may be stopped if police have reason to believe a crime has been or is being committed.
3. A capital felony is punishable by life in prison in the Texas Department of Criminal Justice or death by lethal injection. The only capital felony at this time is murder. A first-degree felony is punishable by a $10,000 maximum fine in addition to confinement in the Texas Department of Criminal Justice for life or for a term of not more than ninety-nine years but no less than five years.

Notes

4. The Miranda Warning informs individuals who are arrested of certain rights guaranteed them by the United States Constitution. These rights must be read to the individual when he or she is arrested.
5. Federal law is based on the Constitution of the United States and on laws passed by Congress. They are tried in federal courts rather than in state courts.
6. Civil law deals with disputes between two or more individuals. Constitutional law deals with the rights of individuals as guaranteed by the United States Constitution and the Bill of Rights. Contract law deals with contracts or agreements between two or more parties. Criminal law deals with crimes.

3E5-3E6

1a. traffic violation
 b. class C misdemeanor
2a. disorderly conduct
 b. class C misdemeanor
3a. abuse of 911
 b. class B misdemeanor
4a. arson
 b. first-degree felony
5a. tampering with government documents
 b. class A misdemeanor or third-degree felony
6a. burglary
 b. second-degree felony
7a. bribery
 b. second-degree felony
8a. sending chain letters
 b. class B misdemeanor
9a. aggravated perjury
 b. class A misdemeanor
10a. murder
 b. felony – degree depends on the manner in which the murder occurred
11a. gambling
 b. class C misdemeanor
12a. bigamy
 b. third-degree felony

Notes

Module A

Characteristics Needed for Employment

Take time to read between the lines.

Finding a job that offers personal satisfaction, adequate wages, and opportunities to learn and advance is a major accomplishment. It takes time and effort not only to look for a job but also to keep a job. In order to become successful employees, individuals must possess qualities desired by employers. Reports indicate that the future work force, whether high school or postsecondary graduates, will require personal characteristics such as self-control, initiative, cooperation, communication skills, and professionalism. As a teacher, you have an excellent opportunity to address these vital personal characteristics. You are challenged to instill these basic foundations for your students' success in the business world.

PERSONAL CHARACTERISTICS FOR SUCCESS

Employees need many characteristics or qualities to be successful. Employers look for these personal traits when people apply for jobs. Employers also consider these qualities when evaluating employees after they are hired. A person's failure to keep a job is often due to a lack of desirable personal qualities rather than a lack of job skills.

Personal qualities can be developed and improved if a person makes a sincere effort to do so. Honest self-evaluation can help a person determine strengths and weaknesses. Honest self-criticism often leads to employment success. Each work assists an individual in strengthening his or her interpersonal qualities and prepares him or her for future employment and a productive personal life.

Notes

Traits considered to be important by employees include the following:

- positive attitude
- personality
- personal appearance
- self-control
- initiative
- cooperation
- honesty
- accuracy
- communication skills
- professionalism

Positive Attitude

A positive work attitude means thinking about the work in a favorable manner.

A person's self-image, relationships with others, and success in achieving goals are influenced by his or her attitude. ***Attitude*** involves one's general manner or feeling toward a situation or person. A positive work attitude means thinking about the work in a favorable manner. It is most important in getting and keeping a job.

When a person has a positive attitude, goals are achieved more easily and stress is reduced. Having a negative attitude toward a particular situation or person causes problems to appear more serious than they actually are. A negative attitude can lead to problems in getting along with co-workers, supervisors, and clients or customers. A positive attitude helps an employee carry out job responsibilities effectively and encourages general satisfaction. Enthusiastic employees concentrate on the positive attributes of a job as well as the positive attributes of other people. Cooperation, loyalty, optimism, patience, respect, enthusiasm, interest, and willingness are traits that show a person has a positive attitude.

Having a positive attitude toward co-workers helps everyone get along better. The ability to get along with other people influences success in any job. A friendly, sincere manner, willingness to do one's share of the work, and respect for the knowledge and skill of other employees help provide good relationships.

It also is important for an employee to develop an attitude of loyalty to his or her employer. A loyal employee follows the rules and policies of a business, and she or he is concerned with the quality of work and services provided.

A genuine interest in one's job is a quality every employee should develop. A positive attitude toward the employer, other employees, and the job helps a person deliver high-quality performance. There is no substitute for hard work in obtaining job success.

Personality

Notes

Personality is the visible aspect of one's character as it is presented to others. Some people may be described as having an outgoing personality and may seem to find it easy to talk with others and to be friendly. Other people may be described as being shy. They may seem to find it difficult to carry on conversations. Being able to get along with different personality types is a desirable characteristic in any situation.

Various personality traits combine to create an image that a person projects to others. Personality traits include appearance, neatness, courtesy, manners, cheerfulness, friendliness, ambition, cooperativeness, honesty, sense of humor, dependability, generosity, poise, truthfulness, tact, self-control, and ability to get along with others. These and a variety of other traits cause a person to be perceived by others as having a certain type of personality. Individuals with a pleasant personality can successfully establish good relationships with other employees, supervisors, and customers or clients.

Various personality traits combine to create an image that a person projects to others.

Personal Appearance

Personal appearance refers to the way an individual looks. A good personal appearance is an important factor in achieving job success. An individual's appearance affects the way others react toward him or her. An individual's appearance also influences how a person feels about himself or herself. Individuals with messy appearances are often perceived as being insensitive and uncaring. Individuals who are neat and well groomed are the types of people others enjoy being around. Appearance also is important since it is often the first impression people have of an individual.

Individuals who are neat and well groomed are the types of people others enjoy being around.

The following guidelines are beneficial in the development of a positive and pleasing appearance:

- Stay aware of fashion trends and choose clothing that is fashionable, not trendy.
- Select clothing that fits properly.
- Have hair cut or trimmed on a regular basis in an appropriate style.
- If female, apply moderate amounts of makeup to a clean face.
- If male, shave and/or neatly trim beard or mustache.
- Choose sensible clothing that is appropriate for the employment situation.
- Keep hands cleaned and nails well manicured.
- Take a bath or shower daily and use a reliable deodorant.
- Maintain proper posture when sitting, standing, and walking.
- Wash hair as needed to maintain cleanliness, and style hair daily.
- Make needed repairs to clothing on a regular basis.
- Select sensible shoes that are clean and in good repair.
- Make a habit of smiling.

Notes

Self-control

There are times in any job situation when problems can occur and it may be difficult to remain calm. Self-control is the ability of an individual to restrict her or his own emotions and actions. A successful employee must keep his or her temper under control and avoid unpleasant confrontations with co-workers, supervisors, clients or customers, and other individuals.

An individual can develop self-control by maintaining a pleasant disposition. Pausing to think before speaking or taking fast action also helps a person to control himself or herself. Learning to remain calm in difficult situations is an important trait for any employee. Working hard to perform well and obtain the respect of supervisors and co-workers makes self-control easier. Learning to accept constructive criticism and remain friendly is an important characteristic for any employee.

Initiative

Initiative is the ability to think and act without being prompted. An employee with initiative is one who is willing and able to observe tasks that need to be done and complete them without being told to do so. A willingness to learn is also a sign of initiative. The employee who is eager to learn will ask about opportunities for growth and learning. Employers recognize initiative by giving increasing responsibility to those employees who show an interest in opportunities to learn new skills.

Cooperation

Cooperation involves willingness to listen to other people's views and opinions and to work toward common goals. Employees should become familiar with and follow the rules and policies of their employers. Willingness to complete all assigned tasks with a positive attitude is another characteristic of a cooperative employee. Even if personality problems exist between two employees, it is important for both individuals to avoid petty differences and work together as well as possible. Willingness to cooperate with co-workers and supervisors without insisting on doing things a particular way contributes to a positive work environment for everyone.

Honesty

Honesty means being trustworthy, fair, and sincere. Employers expect employees to show honesty by maintaining high ethical standards, telling the truth, and handling the employer's possessions with care. Dishonest behavior includes stealing from a company and using company property for personal use. The most common item employees steal from their employers is time. Employees who report to work late, take extra time at breaks and lunch, leave work early, make personal phone calls, remain idle, and visit with other employees are using time for personal use that should be spent working.

Accuracy

Notes

Accuracy is the condition of being thorough, exact, and free of mistakes. An employer expects employees to perform work accurately since accuracy is following procedures correctly without supervisors having to repeat instructions. The ability to follow instructions exactly as the procedure manual outlines or as the supervisor directs is important to a business' productivity. In addition, employees are often evaluated on their ability to follow instructions and perform tasks accurately. Paying attention to details rather than being careless in one's work habits helps in developing accuracy.

Communication Skills

Communication is the giving and exchanging of information. Information such as ideas, data, and instructions is exchanged in the workplace daily. Therefore, the ability to communicate effectively with other people is important in succeeding on the job. Skills necessary for effective communication include listening, speaking, reading, and writing. It also is important to learn to pronounce words correctly, use correct grammar, and become familiar with terms used in a particular job setting. Employees must be able to use these skills to send and receive messages that can be clearly understood.

Professionalism

Professionalism is competent behavior of a high standard or status. Professional behavior is exhibited when an employee's performance is above the standards set for tasks and when the employee is loyal, considerate, and respectful to supervisors, co-workers, and other employees. Professional dress also is important for creating a professional image. An employee is more likely to gain the respect and attention of supervisors, co-workers, and other employees when she or he is well groomed and wears clean clothing appropriate for the job.

Professionalism involves not only professional behavior but also professional growth.

Professionalism involves not only professional behavior but also professional growth. Membership and active participation in professional organizations are indications that an employee is interested in the profession and in personal and professional improvement. Publications from professional organizations provide current information on various aspects of the field in which one is in employed. The information professional publications provide varies according to the field in which one is employed.

Professional growth also can be obtained by participating in continuing education programs offered in the workplace or by local educational institutions. Many professional organizations offer certification courses in which employees are trained according to specified requirements set forth by the organization. Employees should strive to achieve professionalism since it often prepares them for advancement into positions requiring higher levels of skill.

Ethics

Ethics are standards of professional conduct. As an employee works, he or she becomes familiar with the general rules of conduct in the business world. Employees can remain ethical by following the general laws and policies of the employer and by remaining loyal, honest, objective, and nondiscriminatory.

An ethical employee follows the rules of the establishment and the rules of confidentiality.

A successful employee is ethical on the job. An ethical employee follows the rules of the establishment and the rules of confidentiality. Confidentiality means not sharing personal information about the business' clients with someone outside of the situation. Financial transactions also should be kept in strictest confidence. Failure to do so reflects poorly on the employee and the business.

GRADES 7 & 8

Notes

- Have students interview members of their family or neighbors who work. Students should ask questions regarding their attitude toward working in general and specifically about their job. Use transparency 6A1, Interviewing an Employee, to aid students in the interview process. After the interviews have been completed, ask students to tally the number of positive and negative attitudes they encountered. Have a student list all of the tallies on the chalkboard to determine the total number of positive and negative responses.

- Write the word *attitude* vertically on the chalkboard. Have students describe their feelings about the word with a word that begins with each letter of the word *attitude*. Students may want to do both a positive attitude and negative attitude list.

- Lead students to brainstorm the different ways a person's appearance affects the amount of success he or she achieves. Once these ideas are recorded, have a volunteer list on the chalkboard students' ideas of how a person can develop a positive, pleasing appearance. A second list beside the first can be generated to contain suggestions about ways to improve appearance.

GRADES 9 & 10

- Invite the director of personnel from a business to speak to the class on the importance of professionalism and its meaning to a personnel director. Have students prepare questions anonymously about their own employability prior to the speaker's presentation. Give the questions to the speaker to answer those that are appropriate and thoughtful.

- Show an audiovisual on professionalism in the workplace. Have students think about their idea of professionalism and the people they consider to be professionals. Have students write a paper about a professional person, describing his or her professional traits.

- Have students write a paper on the different ways that actors on television and in movies avoid conflict and exhibit cooperation within their workplace and/or personal life. Students may choose a character and examine his or her role on the television show to explain the reason behind the character's behavior.

GRADES 11 & 12

- Divide the class into groups of two and conduct mock interviews. Have each group decide who will act out the part of the interviewee and who

Notes

will be the employer. Have students prepare a script of the interview for their dream job. After the scripts are prepared, ask the interviewees to leave the room. The employers will decide together who will hire their interviewees and who will not. The interviewees will not know that the employer's mind is already made up before the interview begins. Have the pairs conduct their interview for the class. After the interview, the interviewee should go back to his or her desk, and the employer can tell the class the outcome of the interview. Many of the interviewees will be surprised by the outcome of their interview, especially if it is negative. There should be little or no verbal response or challenge of the employer's decision. Interviewees may respond in written form to the employer for extra credit, either thanking them for the job offer, asking for further explanation, or asking for another interview and chance at the job. NOTE: If the class is too large for each group to present its interview, students may arrange to do their interview for parents and family members, or have business people come into the classroom to conduct the interviews and evaluations.

- Ask students to read articles in newspapers and magazines about unethical business behavior. These articles could range from the consequences that a business person has to face as a result of engaging in unethical behavior to articles implying that there may have been some unethical behavior occurring, such as a letter to the editor or editorial. Students should summarize one article and present it to the class.

- Show transparencies 6A4 and 6A5, Inter Office Memo, and ask students which is the more professional and clear memo. Have students write an informal memo to a friend and office mate about a casual lunch date. Share these memos with the class. Have students transform the informal memos to formal memos to the boss about lunch with an important client. Share these memos with the class and critique them constructively to stress the importance of written communication within an office setting. QUESTIONS: How does a memo differ from a business report? When is the proper time to send a formal memo?

- Ask students to pretend they own their dream/fantasy business. Some business examples include the following: a music store, ski resort, restaurant, and veterinary office. Have students make a plan for their business that includes the number of employees needed. Students should list the qualities their employees should possess on a sheet of paper. Have students compare their lists of qualities and observe similarities and differences of the lists.

ANY GRADE

- Show students transparency 6A6, Guidelines to Avoid Conflict, and have students think of times in their lives when they were successful in avoiding conflict. Ask several students to share their experiences with

the class. Now have students think of times in their lives when they were not successful in avoiding conflict and have them share their experiences with the class. Have students analyze the benefits of being able to avoid conflict both in the workplace and in their personal lives.

- Display two large colored sheets of paper in the room. One should be titled "Expectations of the Boss," and the other should be titled, "Expectations of the Employee." Ask two volunteers to record on the sheets of paper the class' suggestions. Ask students to think of what they expect from their bosses. Also ask students to think of what their bosses expect from them. After students have completed their lists of expectations, have them analyze the equality and reality of the lists.

- Show transparency 6A2, Which of the following prospective employees would you hire? QUESTIONS: Which employee would you hire from this picture? Why? Is it fair/ethical to hire someone solely on appearance? When does discrimination become a concern for employers when hiring employees? What laws are currently in place to prevent discrimination? Does the type of job a person is seeking determine how he or she should dress for an interview? Why?

- Have students read the case study on transparency 6A3, Ethics in the Workplace. Have each student write a paragraph describing what he or she would do in the same situation and why. Divide the class into groups and allow students to share their opinions on the most ethical solution to the problem.

- Lead a class discussion on part-time and summer jobs. Have students who work share information about their jobs, their experiences applying for them, and other job-related information. What positive experiences have they had with their co-workers? negative? What have they learned about personal characteristics and job success in their own employment experience?

Notes

DIRECTIONS: In the space provided below, list eight qualities that employers expect employees to possess. For each quality, answer the column questions in the space provided.

Quality	Do I have this quality?	How can I get this quality?	Who do I know that has this quality?
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

6A1

DIRECTIONS: Complete the following activity to review information regarding professionalism. It is necessary to behave in a certain manner and practice many different habits to become a professional. Beside each behavior, place a ✓ in the "Do" or "Don't" column to distinguish between behaviors that do and do not promote professionalism.

Do	Don't	Behavior
		1. Have dirty fingernails.
		2. Bathe daily.
		3. Wear open-toed shoes without stockings or socks.
		4. Have clean, neat hair.
		5. Wear proper undergarments.
		6. Smoke during a formal interview.
		7. Wear clothing with missing buttons.
		8. Take off shoes and go barefoot.
		9. For females, wear a moderate amount of makeup.
		10. Wear a lot of dangling costume jewelry.
		11. Smile and have a pleasant disposition.
		12. Use an abundance of perfume or aftershave.
		13. Speak loudly and boisterously.
		14. Keep your office or desk neat and orderly.
		15. Gossip.
		16. Take responsibility for your mistakes.
		17. Wear clean, pressed clothing.

DIRECTIONS: Review characteristics needed for employment by completing the following activity. Read each statement below. Choose the answer that best completes each statement, and write the letter of the answer in the blank to the left of each statement.

_____ 1. Professional business communication is the giving and exchanging of
- A. recipes.
- B. work.
- C. information.
- D. employees.

_____ 2. Professional organizations provide current information about their field in
- A. large books from the library.
- B. professional publications.
- C. television shows on PBS.
- D. organized evaluations.

_____ 3. Restricting excessive emotions and actions is
- A. self-control.
- B. self-esteem.
- C. self-direction.
- D. self-evaluation.

_____ 4. Cooperating with co-workers and being flexible contributes to
- A. losing your job.
- B. accurate communication.
- C. a positive work environment.
- D. unprofessionalism.

_____ 5. Ethical employees follow the rules and keep sensitive information
- A. stirred up.
- B. objective.
- C. nondiscriminatory.
- D. confidential.

_____ 6. Listening, reading, speaking, and writing are important skills for
- A. personal appearance.
- B. all pre-kindergarten children.
- C. financial transactions.
- D. communication.

_____ 7. A key to getting and keeping a job is having
- A. an expensive car.
- B. a positive work attitude.
- C. a good head for numbers.
- D. your boss over for dinner.

_____ 8. When sending a memo to all employees about new travel guidelines, it is important that
A. it is funny and on colored paper.
B. it has a title page and table of contents.
C. it is clear, concise, and legible.
D. it is handwritten and signed.

_____ 9. Personal appearance is important to
A. feeling good about oneself.
B. achieving job success.
C. first impressions.
D. all of the above.

_____ 10. The most common item employees steal from their employers is
A. money.
B. merchandise.
C. time.
D. supplies.

DIRECTIONS: Complete the following activity by answering the questions in the spaces provided. All of the questions will be preceded with the following statement:

How do you think an employer would respond if you...

1. came dressed professionally every day?

2. smoked cigarettes around your co-workers?

3. called in sick when you were not really sick?

4. found additional work to do without asking?

5. spoke about your salary to other co-workers?

6. worked late to finish projects?

7. spoke with customers on the phone politely?

8. invited your boyfriend to the workplace to visit?

DIRECTIONS: Review the characteristics needed for employment by completing the following activity. Place the letter of each characteristic in the blank to the left of its description. Characteristics needed for employment are listed below.

A. honesty
B. initiative
C. accuracy
D. personal appearance
E. self-control
F. communication
G. cooperation
H. personality
I. attitude
J. professionalism

_____ 1. being thorough, exact, and free of mistakes

_____ 2. being willing to listen to other people's views and opinions and work toward common goals

_____ 3. having competent behavior of a high standard

_____ 4. giving and exchanging information

_____ 5. being trustworthy, fair, and sincere

_____ 6. thinking and acting without being prompted

_____ 7. restricting one's emotions and actions

_____ 8. general manner or feeling toward a situation or person

_____ 9. visible aspect of one's character

_____ 10. the way an individual looks

Interviewing an Employee

Employee's Name _____

Employer's Name _____

Employer's Address _____

Employer's Telephone Number _____

Type of Business _____

What type of work does the employee do? _____

Example of a complaint or problem the employee has with the employer: _____

_____

_____

What does the employee's overall attitude toward his or her job appear to be at this time? _____

_____

_____

After the interview, students should complete this section.

This employee has a good attitude toward his or her job and should continue to work for this employer.

Yes _____ No _____

This employee has a bad attitude toward his or her job and should seek employment elsewhere.

Yes _____ No _____

Additional Comments: _____

_____

_____ 6A1

Which of the following prospective employees would you hire?

1

3

2

4

5

6A2

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Ethics in the Workplace

Sharon has just accepted a new job at a doctor's office. She has been there only one week, but she has already noticed how openly all of the employees in the office discuss the patients. The patients' files are easily accessible. One particular patient, who is well known in town, has been diagnosed with a terminal disease. Everyone in the office is aware of the diagnosis almost immediately. The employees also have been told that the patient does not want anyone to know about the disease.

Sharon has overheard one of the employees discussing the patient's diagnosis with a friend during a personal phone call. Should she tell someone and risk her new job and her rapport with her co-workers, or should she keep quiet and let the patient's personal medical problems be announced around town?

MEMORANDUM

Date: March 20
To: S. Henderson
From: B. Smith
Subject: Moving to new office space

Susan:

March 24 is the date your office is scheduled to relocate to the new building. Please keep this date in mind and be prepared for the movers to pack the contents of your office on March 23. You or someone on your staff will need to be available to answer questions the movers may have and to give them additional instructions.

Thanks,
Barbara

Susan,

Please be ready to go on 3/23. Movers will be there to help move. They may have questions.

Thanks,

Barb

6A5

Guidelines to Avoid Conflict

- Be honest and admit mistakes.
- Accept differences in people.
- Do not take sides.
- Do your fair share of work.
- Have a sense of humor.
- Smile and be pleasant.
- Avoid gossiping.
- Attempt to compromise.

6A6

6A1

Notes

Answers will vary. Eight of the following ten qualities should be listed. Answers in columns will vary according to students' feelings and experiences. Evaluate on thoughtfulness, honesty, and completeness.

1. positive attitude
2. personality
3. personal appearance
4. self-control
5. initiative
6. cooperation
7. honesty
8. accuracy
9. communication skills
10. professionalism

6A2

1. don't
2. do
3. don't
4. do
5. do
6. don't
7. don't
8. don't
9. do
10. don't
11. do
12. don't
13. don't
14. do
15. don't
16. do
17. do

6A3-6A4

1. C
2. B
3. A
4. C
5. D
6. D
7. B
8. C
9. D
10. C

Notes

6A5

Answers will vary.

6A6

1. C
2. G
3. J
4. F
5. A
6. B
7. E
8. I
9. H
10. D

Notes

Managing Multiple Roles

Take time to read between the lines.

American families are in a state of transition. Less than 10 percent of American families are traditional families—those with the father in the work force and a mother in the home. The need for skills to balance work and family issues has been intensified by the growing number of working women, dual-career families, and single parents in society. One balancing work and family skill, that of managing multiple roles, has become a major topic in the media as well as in education. The successful functioning of a working family unit is vital to every family member. You as a teacher have an excellent opportunity to teach your students management skills and their roles in balancing work and family issues. Families must be equipped with a working knowledge of management skills in order to manage multiple roles successfully.

Today, individuals play many roles in their lives due to different careers, lifestyles, and family situations. Sample roles include the following:

- caregiver (siblings/elder family member)
- employee
- friend
- husband/wife
- parent
- son/daughter
- student
- volunteer

It is frustrating at times to juggle daily job responsibilities and to keep up with home and family responsibilities and other commitments. Management skills are needed to effectively balance and coordinate work, home,

school, family, and leisure activities. Skills for managing multiple roles must be attained before it is possible to attempt to balance work and family roles. In order to manage all of these roles, an individual must possess management skills.

A monthly calendar is helpful in organizing plans over a long term. Work schedules, pay day, due dates for bills or homework, test dates, and other obligations can be recorded. This allows a person to see a broader picture of obligations and enables him or her to become more organized. It also is helpful if individuals prepare a daily time plan. The monthly plan can help guide and organize the daily plan. The following steps will serve as useful guidelines in preparing a daily time plan:

- List tasks to complete on that day.
- Rank tasks in order of importance.
- Enter the top priority tasks on a calendar.
- Mark off each task as it is completed.

MANAGEMENT PRACTICES

Management is an effective tool for creating change and reaching desired outcomes.

Management is the act of organizing or supervising activities to obtain results. Management is an effective tool for creating change and reaching desired outcomes. Management requires the use of resources to meet work, personal, and family goals. A ***resource*** is a source of supply or support. Resources include skills, energy, time, knowledge, money, natural surroundings, social organizations, community facilities, and political institutions.

Goals are the purposes that individuals and families work toward. ***Goal setting*** refers to the identification of what one wants to achieve. Setting goals is the first step in improving a person's effectiveness and success in life and work. Goals are influenced by values, standards, needs, wants, and priorities.

Values are the worth attached to ideas or objects. In management, values are the underlying force that directs action. Values are usually personal feelings such as the belief in freedom, honesty, and hard work. Values can be held on a personal and family level. Family values may be passed down from generation to generation.

Standards serve as criteria used to evaluate behavior, objects, and feelings. Standards are the characteristics that a family or individual accepts as adequate. Standards often serve as the criteria for reaching goals.

A ***need*** is a condition in which something is required for physical or mental well-being. A ***want*** is a condition in which something desirable is lacking. A want differs from a need in that a want is not necessary for survival. Human needs and wants often provide the motivation necessary for survival. Human needs and wants often provide the motivation necessary to

begin the management process. Priorities are activities or actions that demand attention over other activities or actions. Priorities should be established when setting goals. Individuals must consider what must be done, what should be done, what individuals want to do, and what individuals do not want to do. The amount of time required to obtain a goal also should be considered. Short-term goals are goals that an individual would like to reach in a short period of time. This time period is usually less than one year. Examples include passing an English exam or buying a new dress. Long-term goals are goals that may take several years to reach. When prioritizing goals, it is important that all goals are realistic. Individuals and families must have the resources to be able to obtain their goals. Figure 8A.1 represents the intricate process of establishing and accomplishing goals.

Notes

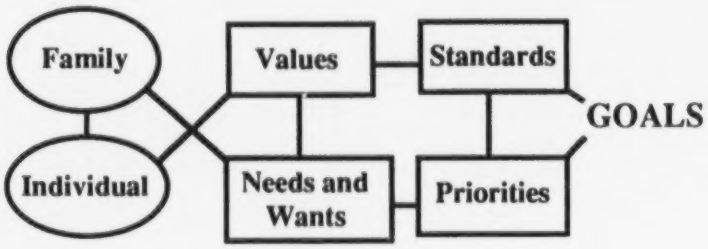

Figure 8A.1

Setting goals involves working toward a purposeful change and reaching desired outcomes either through personal management or family management. Therefore, proper management is an effective way for an individual or family to reach goals.

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The Management Process

The management process consists of a series of four steps that emphasize the action taken by individuals, families, or businesses to accomplish desired outcomes. In the management process, resources are used to meet demands and reach goals. The steps of the management process are as follows:

1. Planning
2. Controlling
3. Implementing
4. Evaluating

Planning is the designing of a plan to reach goals. Planning is a significant part of the management process. Therefore, it is important that the planning step be completed successfully. Planning serves several functions including the following:

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- meets a demand
- resolves a problem
- reaches a goal

The amount of success that is achieved through planning depends upon the completeness, relevance, appropriateness, and flexibility of the plan. A plan should be established by following a specific pattern of action. The following steps should be observed when creating a plan:

1. Identify the goal, demand, or problem.
2. Determine a sequence for the plan. Find a logical order for tasks, and note the length of time needed to complete each task. Obtain commitments from people involved in the planning process.
3. Organize the plan. Determine which tasks can be grouped together. Identify resources available to reach the goal, meet the demand, or solve the problem.
4. Determine a means for measuring progress. Determine if the plan is progressing as proposed.

Plans are the guidelines for the future. There are many types of plans that can be used. Four types of plans are explained in figure 8A.2.

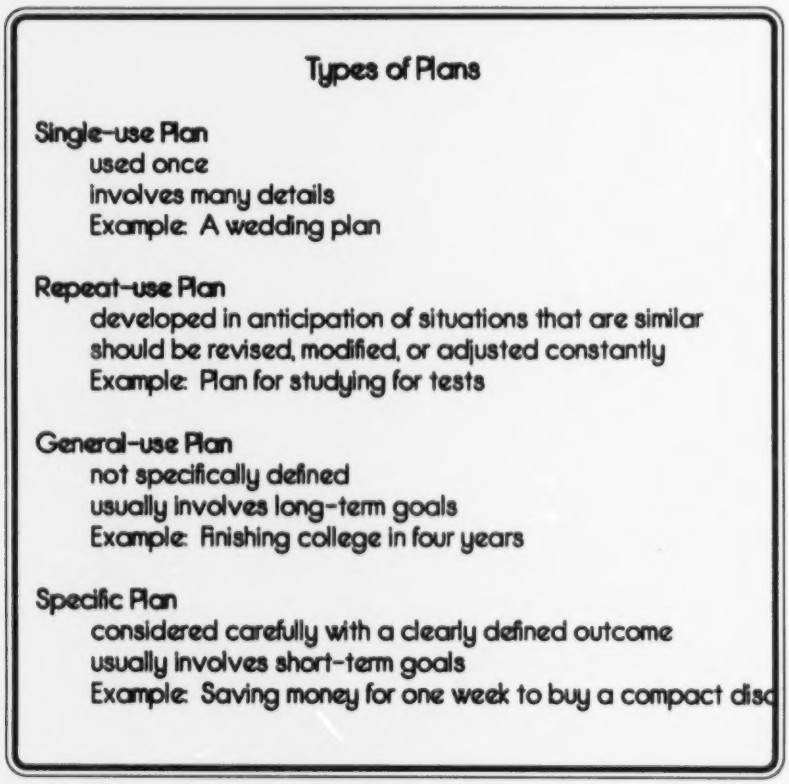
Types of Plans
Single-use Plan
used once
involves many details
Example: A wedding plan
Repeat-use Plan
developed in anticipation of situations that are similar
should be revised, modified, or adjusted constantly
Example: Plan for studying for tests
General-use Plan
not specifically defined
usually involves long-term goals
Example: Finishing college in four years
Specific Plan
considered carefully with a clearly defined outcome
usually involves short-term goals
Example: Saving money for one week to buy a compact disc

Figure 8A.2

Notes

It is important to be able to not only recognize the need for a plan but to also use skills to develop a plan.

Controlling is the act of supervising plans as they are implemented. Controlling involves comparing the progress of the action to the original plan. The purpose of this comparison is to provide feedback. Feedback can be either positive or negative. Positive feedback shows that the plan is progressing as desired or expectations are being exceeded. Negative feedback identifies possible problems with the plan.

While in the controlling phase of the management process, the following should be considered:

- observance of the original time frame
- allocation of designated resources
- task completion in established order
- meeting of standards
- role performance
- feelings of people involved in the plan

After reviewing feedback modifications, adjustments, or revisions must be made accordingly. Many alternatives should be considered when adjustments are necessary. Examples of adjustments include the following:

- change standards for goal attainment
- reassign roles and responsibilities
- change the original time frame
- reprioritize goals
- change the original goal
- change standards for goal attainment

To effectively control plans, an individual must have the following characteristics:

- flexibility
- ability to recognize the need for change
- ability to identify what needs to be changed
- skills to put changes into action

Implementation is the act of putting plans into action. Implementation requires active participation by all individuals involved in the planning process.

Implementing a plan requires several different steps including the following:

- Decision Making. New decisions must be made to keep the action and performance progressing. These decisions are often more pressure oriented than decisions made earlier in the planning process.
- Physical Action. Individuals may be required to perform physical tasks such as typing letters, running errands, or operating machinery.
- Coordinating. Coordinating is the act of organizing, assigning, and monitoring actions and activities so that progress is constantly being

Notes

made to reach the goal. In order to coordinate activities, there must be good communication between the individuals involved.

Characteristics needed to implement plans effectively include the following:

- self-discipline
- ability to simplify work
- ability to communicate
- organizational skills
- self-motivation
- responsibility
- ability to supervise

The success of the implementation step depends upon the effectiveness of the original plan, resources available, and the knowledge of roles and tasks.

Evaluation is the process of examining the results of each step of the management process. The evaluation step should not be overlooked because evaluation leads to improved planning, controlling, and implementing in the future. The evaluation step and the controlling step both check the progress and outcome of a plan, but a more thorough examination is conducted during the evaluation step. The total management process should be checked during the evaluation step. Information received from the evaluation should be used as a means to improve management skills and the success of future plans.

STRESS

Stress can be positive or negative depending upon how an individual copes with it.

The process of managing multiple roles is not an easy task. It will more than likely result in some degree of stress. Most individuals experience pressures and hardships at some point in their lives. The condition in which a person experiences a high level of demand that causes tension is referred to as ***stress***. Family situations, financial commitments, job situations, and other commitments may all cause some degree of stress at any given time. Individuals typically experience stress regardless of the amount of planning.

People react differently to stress. Stress can be positive or negative depending upon how an individual copes with it. Stress can be positive when it motivates an individual to accomplish tasks she or he might not otherwise complete. When stress becomes prolonged or particularly frustrating, it can become harmful. Too much stress is referred to as ***distress***. Distress is negative and can be both physically and emotionally harmful.

Stress comes from mental or emotional activity as well as from physical activity. It can be influenced by a person's job or personal life. Stress is unique to each individual. It is so unique that what may be relaxing to one individual may be stressful to another. A person who enjoys staying busy and active at all times may find it very stressful to spend a day on the beach

doing nothing at all. That situation may make a person feel very frustrated and nonproductive. It also may be very upsetting. On the other hand, someone who prefers working at his or her own pace and setting own hours may feel very stressed in a situation in which he or she must meet deadlines and punch a time clock.

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The important issue in stress management is recognizing what causes stress and then determining methods of reducing the stress. It is important to select a job or career that will be beneficial to the individual and will provide positive stress instead of negative stress.

EFFECTIVE MONEY MANAGEMENT

A role experienced by most individuals is that of financial planner or money manager. Money is the main reason people work outside of the home. A person's income must be well managed or the goals for which the job was taken may never be achieved. It is important to be aware of media and societal pressures and of today's acceptance of instant gratification. Both can be detrimental to budgeting and spending both money and time. Effective money management is necessary to pay bills, buy food and clothes, have money to cover emergencies, go on a vacation, or buy a house.

Salaries

Salaries refer to payment for work done. Employees are paid using different salary or compensation plans. Each business has policies regarding how employees are paid for the work they do. In most cases, a business will use different payment plans for different types of employees. For example, employees whose primary responsibility is freelance work may be paid by the hour or by the job. If an employee works full time, he or she is more likely to be paid on a straight salary compensation plan. Paychecks may be received weekly, twice a month, or monthly.

A minimum wage was first established in 1938. The original federal law called for a minimum wage of twenty-five cents per hour. Since 1938, the minimum wage has increased steadily and is projected to continue to increase. ***Minimum wage*** is the lowest amount of money an employee can be paid per hour. It is set by law. Most entry-level and part-time employees are hired at minimum wage. As experience is gained, hourly salaries may increase to amounts above the minimum wage rate. Other types of compensation are included in figure 8A.3.

Budgets

Financial difficulties can cause problems in the work place and at home. A budget should be developed to help avoid financial difficulties. A ***budget*** is a plan for spending and saving income. There are five basic steps to developing a satisfactory budget. These steps are similar to the steps of the

Financial difficulties can cause problems in the work place and at home.

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Types of Compensation

Straight Salary is a set rate of pay for work done.

Straight Commission is primarily used to pay salespeople. An employee receives a specific percentage of the volume ofmerchandise sold.

Salary plus Commission includes a set salary plus a percentage of each sale.

Tips are also known as gratuities. They are small sums of money, usually cash, given to an employee by a satisfied customer.

Bonuses are extra payments given to an employee for excellent work or as a share of the business' profits (often at the end of the year).

Figure 8A.3

management process. The five basic steps to developing a budget are as follows:

1. Determine needs and wants.
2. Examine fixed expenditures and income.
3. Develop a financial plan or budget.
4. Implement the plan.
5. Evaluate the plan.

Fixed expenditures and income can be examined by reviewing past expenditures. This will enable an individual to estimate how much money is needed to meet the household's needs. Household expenditures differ from one family to another. Extra costs should be considered before a person accepts a job offer to ensure that the benefits of the job will outweigh the extra expenses. Examples of extra expenses might include professional clothing, child care, transportation, additional income tax, and additional funds needed for time spent between jobs without income. Figure 8A.4 represents a sample budget.

Once a financial plan has been decided upon and implemented, it is important to evaluate the plan on a regular basis.

When developing a financial plan or budget, a person must consider the items mentioned. It also is important to remember a miscellaneous fund for unexpected bills or bills that exceed the budgeted amount. An emergency fund also is important to cover expenses in case the wage earner is ill or is unemployed and a lack of income results. The equivalent of two to six months income is suggested for an emergency fund.

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Savings is another important factor when developing a financial plan or budget. A guideline for the amount to place in some type of savings plan is 10 percent of income.

Once a financial plan has been decided upon and implemented, it is important to evaluate the plan on a regular basis. Adjustments should be made if necessary. The evaluation can be done monthly or every two or three months. Evaluating properly and making needed adjustments will help eliminate financial difficulties.

Sample Budget

Housing (including mortgage or rent, taxes, insurance, and utilities	25-35 percent
Food (includes eating out)	15-20 percent
Debt Payments (includes car, loans, and credit card payments)	15-20 percent
Clothing	10 percent
Transportation (includes gas, insurance, and repair costs)	5-10 percent
Savings	10 percent
Miscellaneous (includes entertainment, medical insurance and expenses, education costs, personal grooming supplies, recreation, and charitable contributions)	10-20 percent

Figure 8A.4

GRADES 7 & 8

Notes

- Show transparency 8A3, Management Practices. Have students identify the various terms and give examples of each.

- Show transparency 8A4, Types of Plans. Have the class brainstorm for further examples of each type of plan. Have a volunteer write the examples on the board. Divide the class into four groups. Have each group take one of the four types of plans. Have each group devise a plan to accomplish a particular goal. Instruct a member of each group to present the group's work to the class.

- Lead a class discussion about how an individual's family can help him or her manage stress. How does the stress that one or more family members feels affect the entire family? How can the family help an individual manage stress?

- Discuss how financial behavior differs among families and individuals and how they have different ways of handling their money. Point out that although no one way is right for everyone, some ways give more satisfactory results than others. The aim is to be able to reach family goals with the resources that are available. Ask students to discuss some of the ways people spend their money, which may include the following:
  Live from day to day. "When we have money, we spend it and then get along as best we can until we have some again."
  Live from paycheck to paycheck. "We use all the money as we get it and by the next payday have nothing left, nothing to show for the money, and nothing that brings us close to our goals."
  Live "in the red." "We spend more than we earn by purchasing too many things on credit."
  Live creatively. "We plan the use of our income and resources so most of our goals can be met."
  QUESTIONS: What is considered effective or successful financial management for a family? What causes problems for families trying to reach their financial goals? What effect may a family's financial behavior have on their lifestyle? on attaining their goals?

GRADES 9 & 10

- Have a resource person speak to the class about stress. Help the students develop a list of questions prior to the speaker's presentation. Have the resource person discuss potential causes of stress, how to recognize stress, and how to avoid or deal with stress.

- Have students complete the following statements on paper:
  If I could have only one thing, it would be
  If my house were burning, the one think I would save is

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Ask student volunteers to share their answers. Note individual differences. Have students define the term *values*. QUESTIONS: Do the answers to the two statements reflect your values? Why or why not?

- Have each student write down two or three long-term goals they wish to achieve. Using the four steps of the management process, have students outline what needs to be done in each step in order to accomplish that goal. QUESTIONS: How do the students feel about the steps necessary to reach the goal? Will it take longer than they anticipated? Is it feasible? Is it still a goal after completing this process?

- Have students use references to define *control* as it relates to putting plans into action. QUESTIONS: Does it mean the supervision of the plans? How does control differ in a family situation and a business management or classroom situation? Why is control a necessary part of management?

- Divide the class into small groups. Have the group consider a situation and present a skit showing how the person might react under stress. Assign each group one of the following situations: 1) a teen feels overloaded with a test coming up; 2) a teenager is going on a first date with a girl or guy that has long been admired; 3) a teen feels that he or she has no really good friends; and 4) a single mother is so busy working and caring for her home and family that she has no time for herself.

- Invite a local employer to speak about benefits currently offered in many businesses and intrinsic rewards of work. Ask the speaker to describe current trends in employment benefits. QUESTIONS: Why are the benefit packages offered by employers changing today? Why do businesses or employers offer benefits to employees? What is the worth of these benefits? Are these benefits important to consider along with wages? Why? What are intrinsic rewards people often receive from working? Why? Why are intrinsic rewards important to consider when selecting a job or during a person's employment lifetime?

GRADES 11 & 12

- Lead a class discussion regarding the many roles students play in their lives. Examples include caregiver to siblings or elder family member, employee, friend, husband or wife, parent, son or daughter, student, and volunteer. QUESTIONS: What different roles do their parents play? What roles do they perceive they will play when they are twenty-five years old? What roles do they want to play when they are older? What difficulties might they encounter playing these roles? How might they minimize those difficulties?

- Have students gather calendars, organizers, and reminders that can help them organize their schedules. Have each share his or her findings with

the class. QUESTIONS: What are the benefits of each? What are their preferences for a particular type of calendar, organizer, or reminder? Why?

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- Have students think about how their parents handle multiple roles of parent, spouse, homemaker, and wage earner. Discussion might be stimulated by asking students how their parents handle multiple roles using examples of situations such as an employed mother handling duties at home and shuffling children to activities and duties at work and an employed father trying to work and have time for his duties at home. QUESTIONS: How do your parents organize their time, work, energy, or other resources to accomplish everything they try to accomplish? What are examples of ways outside help may be used to accomplish part of the household tasks? If these resources must be purchased, are they worth it to the family and its management needs? Why?

- Show transparency 8A2, Establishing Individual and Family Goals. Divide the class into groups. Each group should determine a goal and decide how each item on the transparency would influence the achievement of that goal. Have one or two groups volunteer to share their information with the class.

- Have students use references to define *implementation*. Lead a class discussion about the many decisions that must be made in order to implement a plan. For example, when planning a party, choices must be made before implementing can begin in regard to invitations, theme, time, location, budget, and guest list.

- Have students use references to define *evaluation*, and discuss how it is involved in the management process. Have students practice evaluation in a management problem that was solved recently. Have the students practice evaluation on a management problem that they solved recently. QUESTIONS: Did they make the best possible use of available resources? Were the decisions and/or plans they made in keeping with their beliefs? Did they achieve the goal they originally made? Were set standards met?

- Lead a class discussion related to current work/family issues. Provide for students newspapers from several cities. Instruct students to read the papers and to select one article that relates to managing multiple roles. Have each student share his or her article with the class.

ANY GRADE

- Have students gather materials related to stress. Resources could include the school library, local hospitals, the Department of Health and Human Services, and a home economist from the local Agricultural Extension Agency. Have them ask what services each organization

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provides. Display in classroom the materials the students have collected.

- Show transparency 8A5, Planning a Budget. Item by item, write down the dollar amount the students think would be a satisfactory amount for an individual or family to cover the particular budget items. Research the various budget items by looking in the newspaper, asking parents or friends, or calling local utility companies or the credit bureau. Add up the amount column to determine the minimum net salary needed to make the budget plan work. QUESTIONS: Is the amount higher or lower than the salary they anticipate making? What adjustments would have to be made? (another job/fewer expenses) Establish a budget for a particular salary. A student's wages could be used. If using a fictitious salary, deduct 15 to 25 percent to obtain a net salary. Figure percentages and dollar amounts and write them down. Do the students think that they could live with the budget? Is it realistic? What if they had a family to support? What other considerations might there be?

- Display transparency 8A6, Monthly Calendar, asking the students if they keep a calendar and record important events. Write important events such as classroom activities, tests, and holidays on the transparency. This transparency can be shown and updated daily as a class or copies of the calendar can be distributed to students, allowing them to keep a record of all classroom events and other school, work, and personal activities.

- Display transparency 8A1, Things to do Today. Stress the importance of keeping a daily time plan and its relation to management skills. Managing multiple roles is a difficult task, but it can be made easier by recording everything that needs to be done and everything that you would like to do and marking off each task as it is completed. Place tasks that must done on the top of the list and things that you would like to do toward the bottom. Being able to mark off tasks as they are competed gives a sense of completion. Ask for a volunteer to help complete the list of things that he or she needs to do that day related to home, school, or work. Have the students make a similar list every day for a week. QUESTIONS: Did you feel more organized by having a list and marking items off as they were completed? Were too many items placed on the list to complete successfully in one day? Were you able to complete the tasks you wanted to, or were you only able to complete the required tasks? How might you do both successfully?

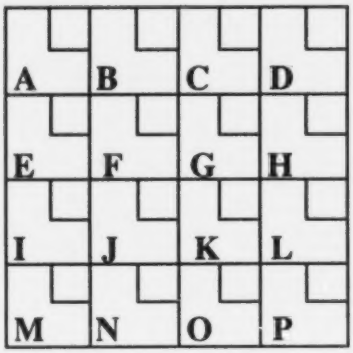
DIRECTIONS: To review management practices, complete the following activity. Read each statement below the puzzle. Write the missing word beside the corresponding item number in the puzzle maze.

1. A condition in which something is required for the physical or mental well-being of an individual.
2. A source of supply or support.
3. Differs from a need in that it its not necessary for survival.
4. The act of organizing or supervising activities to obtain results.
5. Activities or actions that demand attention over other activities or actions.
6. Criteria used to evaluate behavior, objects, and feelings.
7. The worth attached to ideas or objects.
8. Purposes that individuals and families work toward.

DIRECTIONS: Explain the roles of planning, controlling, implementing, and evaluating in managing multiple roles. Read each description of management functions. For each, select the name of the function of management which the statement best describes. Place the letter of the correct management function in the right-hand corner of the box with the letter that corresponds to the description. If all answers are correct, the total of the numbers in all four rows and columns will be equal. Write this total in the space provided.

Functions of Management

1. Planning
2. Controlling
3. Implementing
4. Evaluating



Total _____

Descriptions of Management Functions

A. This management function answers questions about how well objectives have been reached.

B. Identifying the goal, demand, or problem is part of this management function.

C. This management function involves supervising plans as they are implemented.

D. This management function involves putting a plan into action.

E. Organizational skills are used in this management function.

F. This management function involves decision making, physical action, and coordinating.

G. The total management process is checked during this management function.

H. This management function involves comparing the progress of the action taken to the original plan for feedback purposes.

I. Information received in this management function can be used for the success of future plans.

J. For this management function to be successful, a person needs to have self-discipline, organizational skills, self-motivation, responsibility, and communication abilities.

K. Flexibility and the ability to recognize the need for change are important qualities needed for this management function to be successful.

L. The success of this management function is determined by its completeness.

M. Single-use, repeat-use, general-use, and specific-plan are used in this management function.

N. The success of this management function depends upon the effectiveness of the original plan, resources available, and the knowledge of roles and tasks.

O. Skill to put changes into action is the key to the success of this management function.

P. This management function leads to improved planning, controlling, and implementation of goals.

DIRECTIONS: Practice setting and prioritizing goals by completing the following activity. Answer each question in the space provided.

1. List in order of importance five things you need to do during the next week. (Example: study for a test)

1.
2.
3.
4.
5.

2. List in order of importance five things you would like to do during the next week. (Example: go to a movie)

1.
2.
3.
4.
5.

3. List in order of importance five things you would like to accomplish within the next five years. (Example: go to college)

1.
2.
3.
4.
5.

4. Think about what you would like your life to be like ten years from now. What will you have to do to accomplish your goals?

5. How do you think your family (now and in the future) will influence the accomplishment of your goals? (Example: parents will or will not help with college expenses)

DIRECTIONS: To summarize ways to recognize stress in your life, complete the following activity. For each statement that represents something that might cause stress in your life, place a ✓ in the "Agree" column. For each statement that you feel would not cause stress in your life, place a ✓ in the "Disagree" column. In the space provided, write a one-sentence statement defending your answer.

Agree	Disagree	Statement
		1. Your teacher tells the class to pass in their homework and you realize that you forgot to do yours.
		2. Your bank statement arrives and you have forgotten to write down a $75 deposit meaning that you have $75 more in your account than your checkbook balance shows.
		3. Your parents tell you that you cannot go to the big party this weekend that everyone else is attending.
		4. You don't remember hearing your alarm go off. When you wake up at 7:55, you realize what has happened, and you have to be at school by 8:15.
		5. Your parents give you a new car for graduation.
		6. Your girlfriend or boyfriend breaks up with you only to start dating your best friend.
		7.Your parents tell you that they are going to have a baby.
		8. You are elected president of the student body.
		9. You make all A's on your report card.
		10. You get a speeding ticket for going 45mph in a 30mph zone.

DIRECTIONS: Individuals play many roles in their lives. Look at the sample roles listed below and place a ✓ next to those roles that you play at the present time.

_____ son/daughter

_____ student

_____ friend

_____ employee

_____ caregiver (siblings/elder family member)

_____ husband/wife

_____ parent

_____ boyfriend/girlfriend

_____ volunteer

_____ team/club member

_____ brother/sister

_____ granddaughter/grandson

_____ niece/nephew

Which of these roles do you consider to be your most important role?

Which of these roles do you think your parents would identify as your most important role?

If you do not live with your parents, which role do you think the person you live with would identify as your most important role?

Is it ever difficult for you to choose which role to handle at a given time?

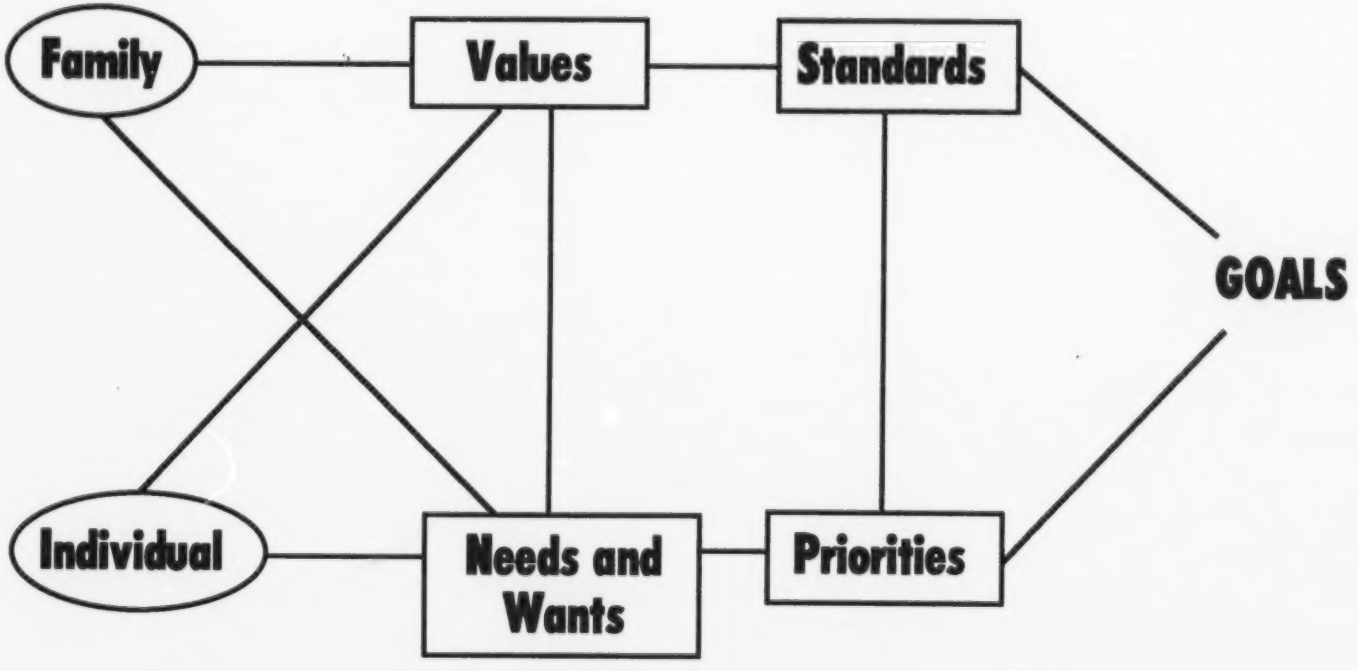
Things to do Today

Home	School	Work

8A1

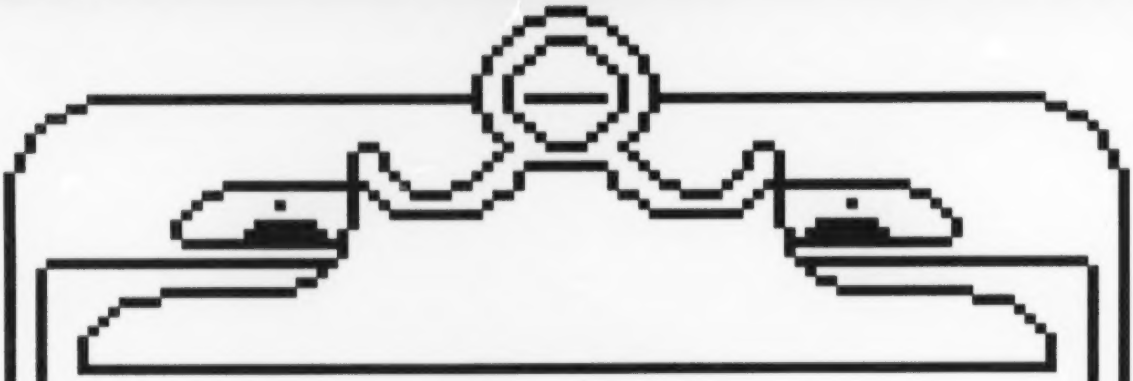
8A2

Establishing Individual and Family Goals



Management Practices

- **Management** is the act of organizing or supervising activities to obtain results.
- **A resource** is a source of supply or support.
- **Goals** are purposes that individuals and families work toward.
- **Goal setting** is the identification of what one wants to achieve.
- **Values** include the worth attached to ideas or objects.
- **Standards** are criteria used to evaluate behavior, objects, and feelings.
- **A need** is a condition in which something is required for the physical or mental well-being of an individual.
- **A want** is a condition in which something desirable is lacking.
- **Priorities** are the activities or actions that demand attention over other activities or actions.



Types of Plans

Single-Use
- ✓ is used once
- ✓ involves many details

Example: A wedding plan

Repeat-Use
- ✓ is developed in anticipation of situations that are similar
- ✓ should be revised,modified, or adjusted constantly

Example: Plan for studying for tests

General-Use
- ✓ is not specifically defined
- ✓ usually involves long-term goals

Example: Finishing college in four years

Specific-Use
- ✓ is carefully considered
- ✓ has a clearly defined outcome
- ✓ usually involves short-term goals

Example: Saving money for one week to buy a compact disc

Planning a Budget

Gross Salary: _____

Net Salary: _____

Item	Percentage	Amount
Housing (Includes mortgage or rent, taxes, insurance, and uiilities)	25-30%	
Food (Includes eating out)	15-20%	
Debt Payments (Includes car, loans, and credit card payments)	15-20%	
Clothing	10%	
Transportation (Includes gas, insurance, and repair costs)	5-10%	
Savings	10%	
Miscellaneous (Includes entertainment, medical insurance and expenses, education costs, personal grooming supplies, recreation, and charitable contributions)	10-20%	

8A5

Monthly Calendar

Sun	Mon	Tues	Wed	Thur	Fri	Sat

8A1

Notes

1. need
2. resource
3. want
4. management
5. priorities
6. standards
7. values
8. goals

8A2

A. 4
B. 1
C. 2
D. 3
E. 1
F. 3
G. 4
H. 2
I. 4
J. 3
K. 2
L. 1
M. 1
N. 3
O. 2
P. 4

8A3

Answers will vary.

8A4

Answers will vary.

8A5

Answers will vary.